University of Alberta

Organizational Strategies for Internationalization: A Case Study of the University of Alberta

by

Zhi Lin Jones

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in

Administration of Post-Secondary Education

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **Organizational Strategies for Internationalization: A Case Study of the University of Alberta** submitted by Zhi Jones in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Administration of Postsecondary Education.

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Dedication

This work is dedicated to the memory of my father, Lin JingQuan, who taught me that knowledge has no national boundaries and whose passionate concern for world issues and problems shaped my worldview and inspired me to pursue knowledge as a life-long undertaking.

ABSTRACT

This study, using a qualitative research method and relying on literature review, interviews and document analysis, examined the internationalization process at the University of Alberta. In particular, it focused on investigating the institutional rationales, organizational strategies, organizational factors, and issues and challenges surrounding internationalization within the University.

Findings revealed that the rationales for the University of Alberta to internationalize itself included a liberal education philosophy, a social transformation rationale, economic competitiveness, and income generation. The study showed that the institutional goals of internationalization were closely matched with these rationales. In order to achieve the internationalization goals, the University incorporated an international dimension in its overall mission statement and addressed internationalization in its strategic plan. While the University established and expanded its support structure for internationalization, it endeavored to pursue the following activities: international student recruitment, partnership development, alumni development, identification of geographical priorities, and student and faculty exchanges.

The study showed that leadership support and commitment for internationalization, academics' interest and expertise in international activities, and a central office that coordinated international activities are three most important factors influencing the internationalization process. Nonetheless, the University's efforts to internationalize itself was hindered by deleterious factors that included the following: a lack of funding, a shortage of personnel, a lack of professional recognition for international work and the stakeholder groups' misconceptions of internationalization.

The study also identified issues and challenges in the University's internationalization process. They included inadequate communication, evaluation procedures, tension between central administration and faculties, and institutionalization of international relationships and partnerships.

The study made recommendations for action. These included developing an overall policy that clearly stimulates practice as well as guides international activities; spelling out a clear process for achieving these objectives within a realistic time frame and available resources; providing a comprehensive definition of internationalization; increasing resource allocation for international activities; strengthening the central office to further facilitate internationalization; accommodating the diverse interests within the university in the decision-making process; developing formal and informal communication channels; providing incentives for international involvement; adjusting the traditional academic procedures for promotion and tenure; maintaining a balance between central authority and faculty autonomy; and, finally, institutionalizing internationalization.

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CHAPTER I – OVERVIEW OF STUDY

Introduction

In the past three decades, higher education has been challenged by social, economic and political developments in redefining and reconfirming its historical role as the center of universal knowledge and understanding. While the role of the university to provide a liberal education has quickly disappeared, even the notion of the university being "simultaneously a professional school, a cultural center, and a research institute" has become limited, and therefore, dated.

The 1990s marked an era in which most institutions of higher learning aspired to serve the following important functions: (a) a center of instruction, (b) a center of research, (c) a community of people, (d) a center of international interchange of persons, and (e) an institution with responsibilities for public leadership (Wilson, 1956). Among these, the university's function as the center of international interchange of persons has become increasingly important as a result of the global, social, political and economical developments.

Today, universities around the world find themselves existing in an increasingly modern and interdependent world of which boundaries become rather irrelevant due to technological advancement, global markets and government policies. Facing the changing economic, cultural and political realities, higher education institutions began to accentuate the importance of internationalization. Canada is no exception to this increased interest and concern for internationalization. Over the last decade, workshops, publications and research studies have identified internationalization as an emerging and critical issue in higher education in Canada (Knight, 1993). Consequently, there arose a necessary need for the development of effective strategies to accomplish the institutional goals of internationalization.

Need for the Study

Unlike other educational fields, issues involving internationalization in Canada at the post-secondary level have not been the focus of systematic research through the years. Consequently, there exists a lack of comprehensive understanding and knowledge of the strategies for internationalization among institutions, practitioners and policy-makers. As

such, the strategies for internationalization can be seen as characterized by an absence of information at the conceptual and practical levels.

Identification of the Problem

In Canada, internationalization of higher education has been identified as an issue of critical importance as well as one of national advocacy priorities by three national organizations: the Canadian Bureau for international education (CBIE), the Association of Universities and Colleges of Canada (AUCC), and the Association of Canadian Community Colleges (ACCC) (Knight, 1995). Concurrently, an increasing number of Canadian universities and colleges have also made internationalization an institutional priority. Information from CBIE confirmed that nearly all of CBIE member institutions have been involved with some form of internationalization initiatives and activities.

However, despite the institutional intention to internationalize, the combination of declining resources and competing priorities poses certain difficulties to their efforts. Facing these challenges, higher education institutions must identify effective organizational strategies to help them (a) sustain their interest in and commitment to the internationalization process (Knight, 1994), and (b) maximize financial, human and technological resources needed to support this process (AUCC, 1996).

The strategies for internationalization, for the purpose of the study, should include the following components: (a) the institutional approach to internationalization, (b) methods that are deemed to be able to help the institutions make the international dimension truly part of the institution's overall mission and top priority, and (c) tactics that have been considered successful and effective in promoting institutional initiatives and in achieving internationalization objectives.

Purpose of the Study

The purpose of the study was to identify the organizational strategies currently employed by the policies-makers and administrators at the University of Alberta to integrate an international dimension into the major functions of the university. Specifically, the study concentrated on how the administrators at the University of Alberta promoted and encouraged internationalization initiatives and activities. Thus, the study focused on asking two major questions:

1. What is the mandate and goal of internationalization at the University of Alberta?
2. What strategies were identified and implemented to achieve the internationalization mandate?

While the study intended to address the above questions and their components, it had the following purposes:

1. provide policy-makers, administrators, academics, and students of the University of Alberta an overview of the institutional purpose of internationalization;
2. provide an in-depth analysis of the internationalization strategies adopted by the senior administrators and their effectiveness in achieving the institutional purpose of internationalization;
3. develop a model of organizational strategies that could be a theoretical guidance for internationalization endeavor undertaken by post-secondary institutions.

Research Questions

The general research question and specific questions included the following:

What are the organizational strategies employed by the senior administrators and policy-makers at the University of Alberta to achieve the internationalization goal?

1.1 How is internationalization defined or interpreted by the policy-makers, administrators or international education practitioners at the University of Alberta?

1.2. What are the purposes of internationalization defined and pursued by the University of Alberta?

1.3. What are the rationales for internationalization at the University?

1.4. What organizational strategies does the university employ to institutionalize an international dimension into its major functions?

1.5. How were these strategies implemented?

1.6. What are the organizational factors that play an influential part in the university's attempt to internationalize?

1.7. What are the challenges, problems and issues that emerged in the process of internationalization?

Definitions of Terms

Internationalization

Internationalization is the process that integrates an international dimension into the major functions of the universities and colleges (Knight, 1996).

International education

Throughout this study, the term of "international education" is used interchangeably with "internationalization" (de Wit, 1993).

International dimension

The term "international dimension" refers to an activity, a program or a curriculum that introduces and integrates an international, intercultural and global outlook into the major functions of a university or college.

International effort

This is a shorthand term to encompass under- and post-graduate education, research, consultancy, technology transfer and continuing education.

Globalization

A social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding.

Major functions of a university

The major functions of a university are teaching, research and community service.

Organizational strategies

Organizational strategies include those initiatives that help to ensure that an international dimension, or the internationalization-related activities, are institutionalized through the development of appropriate policies and administrative systems.

Program strategies

Program strategies refer to those academic activities and services of an university/college which integrate an international dimension into the main function of a higher education institution.

Significance of the Study

Although attempts have been made to investigate the current state of internationalization within the Canadian post-secondary systems (Francis, 1993), few studies have concentrated on examining organizational strategies which are a significant part of the internationalization process.

Through the examination of the internationalization strategies employed by the University of Alberta, this study provides the basis for comprehending some of the administrative and organizational issues that are integral to the process of internationalization.

From a theoretical perspective, this study makes a contribution to the conceptual knowledge of internationalization by delineating a framework of analysis. At a practical level, it provides a set of effective strategies that enable institutions to maximize resources needed to support internationalization. Further, it helps institutions sustain their commitment for internationalization by recommending appropriate policies and administrative structures. These strategies benefit institutions which intend to improve their existing strategies and, in particular, those which have not yet developed internationalization-related policies or strategies.

The study has impact on three groups as follows:

1. Policy-makers and administrators

   By providing useful information to policy-makers and administrators at the University of Alberta, this study enables them to assess the state of internationalization and furthermore to improve internationalization policies or strategies;

2. Faculty

   Faculty generally serve as a catalyst for the overall internationalization of the institution. Their acceptance of and support for internationalization need to be

based on a good understanding of the institutional involvement in this area. The information provided in this study enables them to achieve such an understanding;

3. Canadian and international students

These two groups of students receive a direct impact of the university's approach to internationalization. With an understanding of the internationalization-related policies and practice at the university, the students can make informed decisions regarding their role and participation in the internationalization process.

Assumptions

Although certain assumptions held by the researcher have been discussed and reflected throughout the dissertation, it should be noted that the study was primarily based on the following assumptions:

1. The development of internationalization strategies has a direct impact on the internationalization process;
2. There is not a stereotyped formula for achieving internationalization. Each higher education institution needs to construct internationalization strategies that are most suitable to its resources, its specific institutional characteristics and priorities, and its teaching, research and scholarly objectives (Weidner, 1962);
3. The adoption of effective internationalization strategies has a positive influence on the process of internationalization;
4. The senior administrators and policy-makers play a central role in the development of internationalization strategies;
5. Faculties, departments and individual academics play a critical role in the implementation of internationalization initiatives;
6. Appropriate administrative/organizational structures encourage internationalization innovations and nurture the internationalization process within a post-secondary institution;
7. The successful implementation of organizational strategies need the support of a critical mass of faculty and students.

Limitations

Several limitations were inherent in the design of the study.

1. The results of the study were limited by the choice of research method. Since the study relied on interviews and documentation only, other types of data available through alternative methods were not obtained and considered.
2. Interviews were conducted from April to August, 2000 with the purpose of obtaining information relevant to the organizational issues and strategies for internationalization employed by the University of Alberta at that time.
3. There was a limited number of research conducted previously that focused on the administrative issues of the internationalization process. Even fewer investigated the strategies for internationalization. Thus the source of literature from which the researcher extracted information was limited.
4. The lack of similar research in the area of internationalization strategies limited the comparability of the findings of the study, and prevented the study from gaining direct support and collaboration of earlier studies.
5. The investigation of internationalization strategies of higher education was not independent of institutional issues as each post-secondary institution adopted unique organizational strategies based on its own priority, focus, stage of development and organizational character. Thus, the findings of the study were context-specific and confined to the internationalization process undertaken by the University of Alberta.
6. The study focused on investigating the organizational strategies that were developed to achieve the institutional mandate for internationalization at the University of Alberta. Thus the findings relating to strategies were limited by the institutional approach to internationalization.

Delimitations

There were several important delimitations imposed upon the study to make it a manageable endeavor and to permit an accurate and in-depth examination of University of Alberta's strategies for internationalization.

1. The University of Alberta was selected to be the case based on purposeful sampling. That is, it would enable the researcher to gain a key understanding of the critical issues of the phenomenon under scrutiny.
2. Interviews focused on senior administrators, Deans, practitioners in

internationalization and faculty level participants who held responsibilities for internationalization at the University of Alberta. These individuals were selected because they had been directly involved in the internationalization process and had played an influential role in the process of formation and implementation of internationalization strategies.

3. The intent of the researcher was to provide a comprehensive and in-depth understanding of the current issues of and strategies for internationalization at the University of Alberta. Therefore, issues of internationalization and strategies that were employed in the past were not investigated.

Topical Organization of the Manuscript

Chapter I presents a brief picture of the current state of internationalization as well as its increasing status within higher education institutions in the world. Its also provides a rationale for the study, the development of specific research questions, issues pertaining to the significance of study, and the assumptions that underlie the study.

Chapter II consists of a comprehensive review of literature which includes purpose and rationales for internationalization, definitions of internationalization, and two major conceptual frameworks for organizational strategies. The purpose of this chapter is to synthesize information gathered from the relevant literature review. This information provides the readers with the necessary background and conceptual knowledge that enables them to comprehend the study and the remaining chapters.

Chapter III focuses on the research design and method of the study. It provides a rationale for the use of a qualitative method for the study, introduces the research instrument design which includes interviews and document analysis, data collection and analysis, issues of trustworthiness, limitations and delimitations.

Chapter IV presents findings from the University of Alberta document analysis.

Chapter V reports findings of the first two themes that emerged from the analysis of interview data. These themes include: (a) the definitions, rationales, and goals of internationalization, and (b) organizational strategies for internationalization.

Chapter VI presents findings concerning the other two themes that emerged from the interview data analysis. They are: (a) supporting and hindering factors in the internationalization process, and (b) issues and challenges for internationalization.

Chapter VII discusses and examines the findings reported in Chapters IV, V and VI in the context of literature and results of previous research. Through an in-depth discussion, this chapter provides a natural transition to the making of recommendations and drawing of conclusions.

In Chapter VIII, the final chapter of the dissertation, a summary of the research findings is provided, followed by corresponding recommendations and conclusions, and finally, an expansion of the existing conceptual frameworks.

CHAPTER II – REVIEW OF LITERATURE

Introduction

As the world has become increasingly modern and interdependent, issues of economic competitiveness, environmental interdependence, national security, diplomacy and peaceful relations among nations have all pointed to the need that greater emphasis must be placed upon the internationalization of higher education.

In consultation with the Special Committee on Post-Secondary Education, the President of the Canadian Bureau for International Education stated (Senate of Canada, 1997; cited in ACIE, 1999, p. 3),

> We must establish internationalization as a priority for Canada as we move toward the next millennium and develop goals and strategies which integrate trade diversification issues, official development assistance, international cooperation and defense, research and development, and education and training within a common vision of our future as both Canadians and internationalists.

Given the fact that most higher education institutions in Canada have considered internationalization to be a priority area, a primary task that is facing them is how to effectively and successfully integrate an international dimension into their major functions of teaching, research and community service (Knight, 1994; AUCC, 1996; Leginsky and Andrews, 1994). This, however, remains a challenge to the universities due to their diversity. Evidence shows that although post-secondary institutions agree that internationalization is desirable, they have not reached a consensus on what is the best and most effective way to reach that goal (Fruhbrodt, 1997). Acknowledging the many differences existing among institutions, AUCC (1996) suggested that each university develop strategies based on its goal and definition of internationalization, also in accord with its organizational focus and characters.

Purpose and Rationales for Internationalization

> A university espousing internationalism should have clear statements of where it stands in this respect, since mission should inform planning process and agendas, and resource allocation criteria; serve as a rallying standard internally; and indicate to external constituencies a basic and stable set of beliefs and values
>
> Davies, 1990, p. 178

As internationalization becomes one of the most significant issues which challenge and alter the focus of higher education institutions in Canada, the purposes and rationales that institutions attribute to why they are internationalizing need to be scrutinized prior to the examination of the effectiveness of their strategies to internationalize.

A preliminary review of literature revealed that institutional purposes for internationalization have not come to a uniform focus. Three decades ago, the institutional involvement in internationalization was characterized by a lack of clear purpose and a fuzziness of goals, intents, commitments and expected returns at the institutional level (Hurabielle, 1998). Today, although higher education institutions demonstrate an increased recognition and interest in internationalization, they have not reached unanimity on why it is important. Thus, the purposes for internationalization are many and diverse, resulting from the many motivations and different political and social orientations for internationalization on university campuses.

A framework of analysis provided by Andrews and Leginsky (1994) delineated four separate yet interrelated approaches to the process of internationalization. They are: (a) development education, (b) education for global understanding, (c) economic development opportunity or necessity, and (d) organizational development.

Aigner et al (1992) suggested three major reasons for the expansion of internationalization of higher education: (a) interest in international security, (b) maintenance of economic competitiveness, and (c) fostering of human understanding across nations. These authors also pointed out that, while these purposes are not absolute or mutually exclusive, they differ greatly in content and emphasis.

The increasing ethnic and religious diversity of Canada lends further support to the need for increased internationalization. Scott (1992) observed this social phenomenon and identified seven imperatives for internationalization: (a) economic competitiveness, (b) environmental interdependence, (c) peaceful relations among nations, (d) national security, (e) increasing ethnic and religious diversity of local communities, (f) the reality that many citizens work for foreign-owned businesses, and (g) the fact that college graduates will supervise or be supervised by people of different racial and ethnic groups than their own.

Warner (1992), examining the various assumptions and imperatives that underlie the internationalization initiatives at different universities, proposed three models to describe the diverse approaches to internationalization. They are the competitive model, the liberal model and the social transformation model.

According to Warner (1992), a chief objective of the competitive model is to make the students, the institutions and the country more competitive in the global marketplace through the introduction and integration of international content into curricula and other aspects of university education. The purpose of internationalization, supported by this model, is to prepare graduates who can work cross-culturally in international or multi-cultural contexts. The students should be able to meet the needs of foreign customers or partners, and to meet world standards in their discipline or profession.

The liberal model regards self-development in a changing world as the primary goal of internationalization. From the liberal perspective, the goal of internationalization is to prepare students to: (a) participate fully in an interdependent world, (b) reduce prejudice, and (d) develop mutual understanding and cooperation to solve global problems.

The social transformation model assumes that the most important goal of internationalization is to provide the students with knowledge and awareness of international and intercultural issues related to social justice and equity. Thus the purpose of internationalization is to foster critical perspectives so that the students can work actively toward social transformation.

Davies (1992) offered a different explanation as to why international activities had been gaining importance in the past decade. In his view, internationalization "is closely linked with financial reduction, the rise of academic entrepreneurialism and genuine philosophical commitment to cross-cultural perspectives in the advancement and dissemination of knowledge" (p. 177). Davies' view reflects the tight fiscal situation facing universities today as a result of changing government priorities and reduced provincial support for the universities. It pointed out the fact that universities, from being publicly-funded to publicly-assisted, are placing international activities in the context of a revenue-generating framework. Thus, their purpose for internationalization is for

economic necessity.

Other cited goals of internationalization range from the altruistic, to the promotional, to business retention and extension, and to faculty professional development (Landry, 1993).

Among the purposes of internationalization described above, the economic rationale for internationalization takes a dominant position. However, it is noted that the rational of economic necessity is originated in business schools and is not fully supported by other disciplines (Knight, 1994). In fact, the commercialization of international activities in universities and colleges has provoked critical reaction among faculty members who argue that an economic focus for internationalization should not overshadow larger issues such as human survival, humanitarianism, social justice and equity.

A review of the literature indicates that there is no single motivation for internationalizing. Instead, there are many and disparate imperatives which are not necessarily exclusive, which may collectively motivate the institutions to be involved in internationalization. The institutions may choose one purpose over another due to a number of factors such as mandate, resources and history of the institution.

Definition of Internationalization

> There is no simple, unique or all encompassing definition of internationalization of the university.
>
> AUCC, 1991, p. 7

As higher education institutions begin to attach more importance to the idea of internationalization, they need to define the concept in order to guide their international activities. However, the absence of such a definition is common to many institutions. A study of international activities of universities revealed that a clear definition did not exist in most of the institutions that were surveyed (Fruhbrodt, 1997). This need for a clear definition of internationalization was recognized by the British Columbia Council on International Education Task Force. Consequently, the task force recommended institutions to address clarification of the definition of internationalization, both within the post-secondary system, and at the individual institutional level (Francis, 1993).

In the literature, several definitions of internationalization were provided, each

attempting to capture and to describe the very nature of the term from a particular perspective and understanding.

A working definition proposed for the province of British Columbia by the British Columbia Council on International Education Task Force described internationalization as "a process that prepares the community for successful participation in an increasingly interdependent world. In Canada, our multi-cultural reality is the stage for internationalization. The process should infuse all facets of the post-secondary education system, fostering global understanding and developing skills for effective living and working in a diverse world" (Francis, 1993; cited in Knight, 1994, p. 3). Although this definition was considered as one of the most comprehensive to date, it was deemed problematic because of two issues. First, the reference of Canada's multicultural society in the definition may cause confusion. Secondly, the definition was perceived to be too inward and campus-focused (Knight & de Wit, 1995).

Confirming the need for a clearer and more focused definition of internationalization, Arum and Van de Water (1992) considered the definition given by Harari in 1972 which included three components: (a) international content of the curriculum, (b) international movement of scholars and students concerning training and researching, and (c) international technical assistance and cooperation programs. They further provided their own definition as "the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation." Both definitions have emphasized activities, programs and services as the essential elements of the internationalization process.

Jane Knight adopted a more process-oriented view of internationalization. She defined internationalization as "the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college" (p. 3). An international dimension, described by Knight, is "a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education" (p. 3).

De Wit (1993), while considering Knight's definition to be "more global and neutral", "more bottom-up and institution-oriented, giving space to a broad range of activities which could lead to internationalization" (pp. 7-10), provided his own

perspective without distinguishing between the terms internationalization and international education. His interpretation of internationalization is "the process by which education is developed into a more international direction" (De Wit, 1993, pp. 7-10).

Others have viewed internationalization as a collection of activities which broadly include (Association of community Colleges of Canada et al, 1997):

1. student exchange;
2. recruiting, education and training foreign students and trainees;
3. faculty exchanges;
4. international research collaboration;
5. developing curriculum with international content or relevance;
6. managing or participating in development projects in less industrialized countries;
7. community awareness programs;
8. using technology-mediated education to initiate and support these activities.

Viewing the various meanings attributed to internationalization, AUCC (1991) concluded that "there is no simple, unique or all encompassing definition of internationalization of the university" (pp. 7-16), and defined the term as "a multitude of activities aimed at providing an educational experience within an environment that truly integrates a global perspective" (pp. 7-16).

The review of the definitions demonstrates that institutions attributed differing meanings to the term which emphasize different aspects and benefits of internationalization. As the international dimension of higher education receives more attention and recognition, it is likely to be interpreted in ways that best suit institutional needs or purposes.

Organizational Strategies

> Most American universities include international or world affairs education, international and cross-cultural research, and cooperation with those from other countries among their goals, but no university can afford to accept a stereotyped formula for achieving them. Each must construct a plan that is most suitable to its resources and to its specific teaching and scholarly objectives. (Weidner, 1962, p. 311)

Knight and de Wit (1995) used the term "strategies" to characterize initiatives that are taken by higher education institutions in their efforts to integrate an international

dimension into research, teaching and service functions. They then classified the many different activities which are key components of internationalization into two major categories: program strategies and organizational strategies.

Program strategies comprise a wide range of activities that can be grouped into four categories: research-related activities; education-related activities; activities related to technical assistance and development cooperation; and extra-curricular activities and institutional services (Knight & de Wit, 1995). Recognizing that a variety of activities and services fall under the broad category of program strategies, also that there is an expanding number of academic programs and activities in this category, these authors cautioned that using program strategies alone cannot guarantee the success of internationalization. In order for institutions to achieve their mandate of internationalization, they must pay attention to the development of organizational strategies.

Organizational strategies, defined as the initiatives that help to institutionalize internationalization-related activities through the development of appropriate policies and administrative systems, play a critical part in the internationalization process. This is mainly because organizational strategies mainly focus on organization process issues. Such a focus will ensure two outcomes: first, internationalization activities reinforce each other; second, they become integral to the mission of the university. Hence, if program strategies function as individual parts, then organizational strategies function as a whole because they ensure that internationalization activities are integral, coherent and mutually reinforcing.

Articulating the distinction between program strategies and organizational strategies, and placing greater emphasis on the development and implementation of organizational strategies, Knight and de Wit (1995) asserted that academic programs and activities must be underpinned by permanent organizational structure and commitment. For institutions to avoid marginalizing internationalization or treating it as a passing fad, they must develop a permanent structure and commitment so that internationalization be ingrained into the culture, policy, planning and organization process.

Identification of Organizational Strategies

Davies (1995), in his study of university strategies for internationalization,

identified several key elements that needed to be considered if institutions desire to internationalize their campuses. These elements are: (a) development of a clear mission statement to guide the university's internationalization efforts, (b) decisions about the types of programs the institutions should operate as well as the purpose of these programs as this will enable the institutions to maintain a central focus on internationalization, (c) faculty development which is an essential part in the delivery of international programs. This is because the skills, knowledge and attitude of the academics can make a direct impact on the delivery, and (d) location of internal or external sources for the funding of programs and activities.

A set of organizational strategies for successful internationalization identified by Knight and de Wit (1995) include elements which emphasize the importance of leadership and support that allow for implementation. They are as the following:

1. commitment and Support of Board of Governors and senior administrators;
2. support and involvement of a critical mass of faculty and staff;
3. international office or position;
4. adequate funding both internally and externally;
5. policy;
6. incentives and rewards for faculty and staff;
7. existence of formal communication channel;
8. annual planning, budget and review process.

Organizational and Administrative Structure

International programs and activities must be supported by appropriate organizational and administrative structure. Fruhbrodt (1997) identified several organizational structures that were employed by institutions surveyed in her study. The most common structure was an office of international affairs, followed by the study abroad, exchange and foreign student recruitment offices. Some important yet uncommon structures were financial affairs, communication networks, internationalization committees and departmental offices. Furthermore, the findings of her study indicated that support from senior administrators (e.g., the President, Vice-Chancellor or Rector of the university) gave a strong push for the institutions to become successful in their internationalization endeavors.

Sources of Funding for International Programs

The development of international programs and activities must be based on adequate funding. The administration of international programs, salaries of staff, travel allowances for staff, general operation of the structures that support international activities all require financial support. However, research revealed (Fruhbrodt, 1997) that universities, as the major sources for funding, have been experiencing an inadequate funding problem. To remedy this problem, universities sought other funding sources such as government funding, mobility program funding, and fees from full fee paying international students. Some institutions sought funding from foreign foundations such as the Ford Foundation, the World Bank, and national organizations that fund international development work.

Models of Internationalization Strategies

In the past decade, there were several attempts made in an effort to structure organizational strategies into conceptual models of the internationalization process. For the purpose of the study, two developmental models were considered. They are: Davies's (1992) model of organizational strategies, and van Dijk and Meijer's (1994) Internationalization Cube model.

Davies' Organizational Model

Davies (1990) categorized approaches to internationalization into two dimensions. The first spectrum ranges from an ad hoc approach to a highly systematic. With an ad hoc approach, the universities will "take aboard international elements in a sporadic, irregular, often knee-jerk way, with many loose ends in terms of procedure and structure" (p.187). Contrarily, a systematic approach allows universities to develop "precise explicit procedure in an ordered and systematic manner" (p.187).

The second spectrum ranges from marginality to centrality. This is because internationalization to some universities is essentially a relatively marginal act. For others, internationalization is highly central to their work and integral to their organizational life.

Davies combined these two dimensions into a matrix of four quadrants which indicate the location of each of type of internationalization strategy.

A. Ad hoc - Marginal	B. Systematic - Marginal
C. Ad hoc - Central	D. Central - Systematic

Table 1: Davies' matrix

Characteristics of Quadrant A (an ad hoc-marginal strategy)

An institution which implements an ad hoc - marginal strategy for internationalization demonstrates the following characteristics: It manages a relatively small amount of international activities and a limited range of such activities. For example, the institution has a small number of international students and a small amount of consultancy or continuing education programs. While its research linkages are usually confined to motivated individuals, its arrangements for changing and financing are variable and unsystematic. The institution usually has a weak data base on opportunities, competitions and trends in the international market place; none or little systematic assessment of opportunities; non or little clear decision to guide the internationalization endeavor.

Characteristics of Quadrant B (a systematic-marginal strategy)

Davies described the following characteristics of an institution which adopts a systematic - marginal strategy. Given that the institution is on the marginal side of the spectrum, the amount of international activities is relatively small. Nonetheless, there is a clear identification of areas of international activities and these activities are well-organized. Projects and efforts are focused on particular market segments in which the university will endeavor to become expert and niche marketing. Costing and pricing are accurate and realistic. The small amount of institutional agreements are usually meaningful and effective. Supporting procedures are clear and relevant. Limited yet related staff training is usually provided.

Characteristics of Quadrant C (an ad hoc – central strategy)

When an institution employs an ad hoc – central strategy, it usually is involved in a high level of international activities. These activities range from different categories and deal with a wide range of market segments and client group. However, the weakness of

this approach is that it is not based on clear concepts and has an ad hoc character. As a result, marketing is ill-focused, curriculum may not be geared to international issues in any coordinated way. Acceptance of projects is usually on a knee-jerk basis. Costing and pricing are eccentric. Many of the institutional agreements may not be operational. Support services are often not geared to international effort. Tensions are prevalent and ground rule change.

Characteristic of Quadrant D (a central-systematic strategy)

According to Davies, the central-systematic strategy is the most desirable for institutions that aspire to achieve the goal of internationalization effectively. When an institution uses this strategy, the following characteristics will become evident:

There is a large volume of international work in many categories, which reinforce each other and have intellectual coherence. The international mission is explicit and followed through with specific policies and supporting procedures. There is an extensive database which is regularly updated. Agency arrangements exist in overseas countries as well as partner institutions for the delivery of programs with clear and operating procedures. Personnel and curriculum policies are continually appraised and re-adjusted to support international effort. Financial management is highly systematic, as are inter-institutional linkages. Substantial financial commitment to international projects is apparent. A supportive organizational structure to coordinate and manage international efforts is in place. The institution uses proper reward and incentive mechanisms.

Davies' conceptual framework is particularly useful in reflecting upon the dynamics of internationalization and in developing policies and structures to support internationalization endeavor. The following implications should be considered by universities (Davies, 1992):

1. Universities should identify themselves at an appropriate position on the matrix;
2. More often than not, a university is likely to start its internationalization process in quadrant A. When facing financial instability or being under external pressures for entrepreneurialism, it is likely to move toward quadrant C. However, as institutional stability and firm leadership develop, it will move from quadrant C to D;
3. If a university is not under severe external pressures to pursue entrepreneurialism,

then it is likely to move from quadrant A to B. As the system develops and stabilizes, internationalization strategies will be expanded to quadrant D;

4. While being cognizant of the stage of its internationalization efforts in terms of quadrant A, B, C, D, a university should make decisions about where it wants to be next and make plans accordingly.

van Dijk and Meijer's model

The van Dijk and Meijer model, which was developed on the basis of an analysis of internationalization of Dutch higher education, further extended Davies' model by introducing three dimensions of internationalization: (a) policy (the importance attached to internationalization aims); (b) support (the type of support for internationalization activities) and, (c) implementation (methods of implementation).

According to van Dijk and Meijer, a policy can be viewed as marginal or priority; the support can be one-sided or interactive; and the implementation can be ad hoc or systematic. They developed a cube model with eight cells.

Cell	Policy	Support	Implementation
1	marginal	one-sided	ad hoc
2	marginal	one-sided	systematic
3	marginal	interactive	ad hoc
4	marginal	interactive	systematic
5	priority	one-sided	ad hoc
6	priority	one-sided	systematic
7	priority	interactive	ad hoc
8	priority	interactive	systematic

Table 2: van Dijk and Meijer's cube model

The van Dijk and Meijer cube model not only makes it possible to distinguish different processes of development within an institution, but also indicates three routes through which an institution is likely to achieve internationalization as a real priority. Route 1-2-6-8: indicating a thoughtful approach and a well-structured organizational

culture, defined by van Dijk and Meijer as "slow starters".

Route 1-5-6-8: indicating a strong international commitment and an organized institutional culture, defined as "organized leaders".

Route 1-5-7-8: indicating a quick response to external developments, a great variety of activities at different levels and much commitment which is only at a later stage organized in a more systematic way, defined as "entrepreneurial institutions".

Modified Conceptual Framework

While the developmental models built by Davies, van Dijk and Meijer examined differing aspects of internationalization, they provided essential elements of a comprehensive and coherent framework of analysis. These elements included: (a) institutional policies guiding internationalization, (b) organizational support for internationalization activities, (c) implementation of internationalization initiatives, and (d) outcomes of internationalization as a result of the influence and relationship among the other elements. Based on the Davies and van Dijk and Meijer models, a modified conceptual framework that incorporated these key elements was developed, and was used as guide for the study (see Figure 2.1).

Summary

The review of relevant literature examined the meaning of internationalization, and the rationales and purposes for Canadian universities' involvement in the internationalization movement. Literature review indicated that, due to the differing motivations as well as political and social orientations on the university campuses, the purposes and rationales for internationalization were many and diverse. Among them, the universities considered the following to be the most important: (a) development education, (b) education for global understanding, (c) economic development opportunity or necessity, (d) organizational development, (e) international security, (f) maintenance of economic competitiveness, and (g) environmental interdependence.

The literature review also showed that, to achieve the aforementioned goals, higher education institutions employed various strategies for internationalization. The successful strategies primarily contained the following components: leadership support and commitment, provision of support in terms of financial and human resources, grassroots support and interest, and development of institutional policies and organizational infrastructure. Two developmental models for organizational strategies for internationalization were examined and were modified into a theoretical framework for the study.

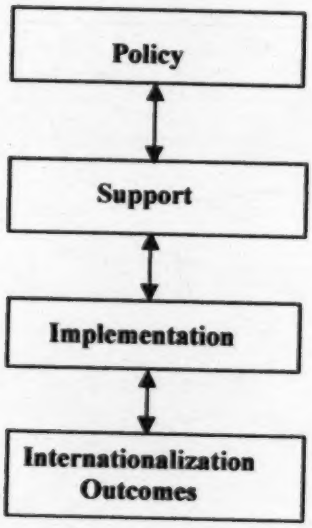


Figure 2.1: Modified Conceptual Framework.

CHAPTER III – RESEARCH DESIGN AND METHOD

Introduction

This study relied primarily on two distinct yet complementary research strategies. Interview and documentary analysis were used to answer specific research questions listed in Chapter I. Interviews were conducted to gather crucial and specific information regarding internationalization issues at the University of Alberta and organizational strategies employed thus far. The direction of inquiry for the interviews was guided by the literature review as well as the conceptual framework underpinning the study. Documentary data, as a secondary source of information, were also collected for the analysis of the official documents with a specific focus on internationalization-related issues.

This chapter discussed issues related to the research design and method of the study, data collection and analysis. Methodological limitations and delimitations were also addressed.

The Selection of Research Paradigm and Research Method

Research paradigms are the basic belief systems or worldviews that guide the researchers, not only in choices of method but also in their ontological and epistemological stances. In the current field of education, there are four dominant yet competing paradigms: positivism, post-positivism, critical theory and related ideological positions, and constructivism or naturalistic inquiry (Lincoln & Guba, 1998). Both qualitative and quantitative methods may be used appropriately with any research paradigm. Nonetheless, since questions of method are secondary to questions of paradigms, a researcher must situate him/herself within a particular paradigm prior to the consideration of a research method. The importance of a paradigmatic stance was emphasized by Guba and Lincoln (1998) as they stated: "differences in paradigm assumptions cannot be dismissed by mere 'philosophical' difference; implicitly or explicitly, these positions have important consequence for the practical conduct of inquiry, as well as for the interpretation of findings and policy choice" (p. 209).

The Researcher's View of Ontology

Among the four distinct paradigms, the assumptions of naturalistic inquiry

potentially yielded great insights into the research. This is because a constructivist - interpretivist paradigm assumes that realities are comprehensible in the form of multiple, intangible mental construction and are socially and experientially based. Examining human history and the development of social structures based on the evolving ideas, cultures, ideologies and political beliefs, I accepted the assumptions that we live in a reality that is being constantly constructed and that the relation between us and our social reality is mutually influential. I also accepted the constructivist view of reality as pluralistic and plastic. Pluralistic in a sense that reality can be understood by a variety of symbols and languages; plastic in a sense that reality is created and shaped to fit purposeful acts of intentional human agents. Considering these dimensions, I considered that the interpretivism - constructivism paradigm was most suitable to guide my study in gaining an understanding of organizational structure, human experience, and social interaction.

The Researcher's View of Epistemology

Corresponding to my ontological viewpoint which was situated within a constructivist - interpretivist paradigm, my epistemological stance was that people are active thinkers who construct theories, concepts, laws, models to make sense of events, experiences and environments surrounding them. Thus, the construction of knowledge is an active and creative process. On the other hand, as knowledge is created by people, it is subject to human error and therefore is open to new interpretations as we gain new information and understanding. Also, the construction of knowledge is inseparable from experience and therefore it is, to a large extent, influenced by people's social, cultural, and educational backgrounds.

Adopting this view on epistemology, I viewed that research was an active and creative process of knowledge construction which involved both the researcher and the researched. The implication for me, as a researcher, was that my role during the research process was that of a participant and a facilitator. Furthermore, I was aware that I would possibly project my perspective, values and biases into the research process even when interpreting the research findings. Aided with this awareness, I was cognizant of that, on the one hand, I needed to rely on my prior knowledge and experience to understand other people's knowledge and experience, and, on the other hand, I needed to reflect on my

own values and biases so that I could understand and interpret the ideas of others the way they were intended.

Methodological Choice

Creswell (1994) suggested that researchers consider the following factors when selecting a research method. They are the researcher's world view and training, the researcher's psychological attributes, the nature of the problem or phenomenon being studied, and the intended audience (p. 9).

Marshall and Rossman, (1995), while stating that qualitative research had unique strength in exploring and understanding people's lived experience as well as phenomena in social context, identified the types of research that were specifically well suited to a qualitative approach to inquiry. These are

1. research that delves in depth into complexities and process;
2. research on little known phenomenon or innovative system;
3. research that seeks to explore where and why policy and local knowledge and practice are at odds;
4. research on informal and unstructured linkages and processes in organizations
5. research on real, as opposed to stated, organizational goals;
6. research that cannot be done experimentally for practical or ethical reasons
7. research for which relevant variables have yet to be identified (p. 43).
8. Other characteristics and strengths of qualitative research methodology were also identified in the literature. For example, Eisner (1991) described six features of qualitative studies: (a) field focused, (b) self as instrument, (c) interpretive in nature, (d) use of expressive language and presence of voice in the text, (e) attention to particulars, and (f) believable because of its coherence, insight and instrumental utility.

Considering these features of qualitative methodology as well as that the nature of the study was both field- and context-focused, I believed that a qualitative approach to inquiry was most suitable for the study.

Selection of a Specific Qualitative Method

The selection of a specific research method took place among five traditions of

inquiry within the domain of qualitative research (Creswell, 1994). They were biography, ethnography, phenomenology, grounded theory and case study. Considering the differing focus and purpose attached to each of the traditions (e.g., biography and ethnography focus on the investigation of events surrounding an individual or a group of individuals, phenomenology aims to look at human experience in terms of their feelings and thoughts, grounded theory concentrates on the construction of a theory), a case study method was considered to be the best choice for my intention of doing an in-depth analysis of the internationalization phenomenon and of focusing on the complexities and particulars of the phenomenon.

There are many different types of qualitative case studies (Werner & Schoepfle, 1987a, b). Each type has special considerations for determining its feasibility for study as well as the procedures to employ. Among them, a classic case study is a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event (Merriam, 1988). It was considered to be appropriate for the study for the following reasons:

1 The purpose of the research was to provide insight into the internationalization process and to refine theories of organizational strategies for internationalization by examining the internationalization orientation of the University of Alberta;

2 The internationalization process undertaken by the University of Alberta could be defined as a "bounded system" by specificity and boundedness;

3 The case selection represented some population of cases and the phenomenon being studied represented the phenomenon in general;

4 A case study allowed the researcher to concentrate time and resources on the understanding of the complexity of issues revolving around internationalization;

5 Epistemologically, based upon naturalistic inquiries, case work paralleled actual experience. Thus, the case reports could offer prepositional and experiential knowledge (Geertz, 1983; Polanyi, 1962; Rumelhart & Ortony, 1977; von Wright, 1971);

6 Furthermore, a classic case study strategy was employed because the intended research fitted in with the three conditions specified by Yin (1984): (a) the nature of the research question, (b) the extent of control the researcher has over

behavioral events, and (c) the degree of focus on contemporary events.

Case Selection

As Hitchcock and Hughes (1995) indicated, the decision to study any particular situation would be influenced by the nature of the research questions that had been formulated. For classic case-work, a proper selection of case is of paramount importance because of its direct impact on the researcher's understanding of the critical phenomenon (Creswell, 1998; Patton, 1990; Yin, 1989).

Miles and Huberman (1994) identified 16 strategies of purposeful sampling, all of which can be considered by a case study researcher for sampling (Creswell, 1998). My decision to choose the University of Alberta as the case was based on the careful consideration of four strategies which are typical case, intensity, critical case, and convenience. As such, the University of Alberta was chosen as a case because it could (a) highlight what was normal or average, (b) provide rich information that manifested the phenomenon intensely, (c) permit logical generalization and maximum application of information to other cases, and (d) save time and money, but not at the expense of information and credibility.

Selection of Participants

The purposeful selection of participants represented a key decision point in the study as I, the researcher of the study, had to identify the purpose and rationale for this sampling strategy. Given that the study intended to focus on the strategies for internationalization adopted by the University of Alberta, the participants were identified and selected within the institution. The selection decision was made according to the following criteria:

1. Senior and mid-level administrators who have been involved in the formation or implementation of organizational strategies for internationalization;
2. Faculty level participants and international practitioners who have been involved in the formation or implementation of organizational strategies for internationalization.

Based on these selection criteria, 18 individuals were selected to be the participants of the study. Their professional classification and administrative affiliation can be grouped into

four categories: senior management (SM), Deans (D), University of Alberta participants (UAIP), and faculty-level participants (FLP).

Time Line

In the early spring 2000, I made initial contacts, via telephone or email, with the participants whom I identified based on the selection criteria listed in the previous section. Eighteen participants agreed to participate in the study and each arranged a time for a personal interview. All interviews were scheduled and conducted from early April to August 2000.

Data Collection

Yin (1989) recommended six forms of data collection for case studies. They are: documents, archival records, interviews, direct observation, participant observation and physical artifacts.

For the current study, I used the interview as a primary technique of data collection. In addition, I collected multiple and extensive forms of data through documents, records, and local newspapers. This wide array of data enabled me to build an in-depth picture of the case.

The data collection was arranged in two stages. In the first stage, I collected data available in the forms of university documents and records. This stage of data collection provided me with a general understanding of key aspects of internationalization process at the University of Alberta and strategies employed subsequently. In the second stage, I interviewed 18 participants.

Interviews

The researcher approached all targeted interviewees described in the previous section by telephone or email correspondence well in advance of conducting the interviews. In the initial correspondence, the purpose and objectives of the study were introduced to the recipients in order for them to decide whether or not they would like to partake in the study. Once a targeted interviewee agreed to partake in the research project, further arrangements were made with respect to the time and location of the interview. Prior to the interviews, the participants were presented with a letter of consent (see Appendix D) which formally indicated the objectives of the research, expected length of

the interview, and procedures followed to ensure participant anonymity.

An important measure to ensure confidentiality and anonymity in the context of the semi-structured interviews was that the participants were identified by serial number and corresponding administrative title only in the report of research findings.

Data Analysis

To commence the data analysis process, I first developed a coding system to organize the data obtained from interviews. This primarily involved two steps. In the first step, I searched through the interview data for regularities and patterns as well as for topics that emerged from the data. In the second step, I searched for and recorded words and phrases that represented these topics and patterns. While Bogdan and Biklen (1992) referred to these words and phrases as coding categories, they emphasized that the development of a list of coding categories was a crucial step in data analysis.

Pattern matching technique was also employed as a primary tool for data analysis (Yin, 1984). This technique involves the comparison of an empirically based pattern with a predicted one. If the pattern coincides, the results can help a case study to strengthen its internal validity. Pattern matching logic is relevant to a case study of either an explanatory or a descriptive nature.

Case Study Composition

Yin (1984) identified four written forms of case studies. They are a single narrative for a classic single-case study, a multiple narrative for a multiple-case report, a non-traditional narrative for either a single- or multiple-case study, and cross-case written analysis for a multiple-case study.

Yin recommended that an early selection of the type of case study composition from these four alternatives would facilitate both the design and the conduct of the case study. Given that I conducted a single-case study, I considered that the use of a single narrative to be most appropriate to describe and analyze the case.

Trustworthiness of the Study

In order to ensure the trustworthiness of the study, I included various tests of rigor that were recommended by Stake (1995), Merriam (1998), Guba and Lincoln (1998).

Member Checking

This is a technique which requires consistent checking of interpretations with the participants who provide the data. Employing this technique, I requested the participants to examine rough drafts of writing in which the actions or words of the participants were featured. The critical observation and interpretations provided by the participants helped triangulate my observation and interpretations.

Peer and Expert Review

The data and data analysis were subject to the scrutiny of expert review in order to enhance the trustworthiness of the analysis. The expert was Dr. Tom Jones, Associate Professor at Athabasca University. The expert was selected because of his expertise and experience in conducting qualitative research. Dr. Jones reviewed the interview transcription and the themes that emerged from the data and provided feedback with respect to the accuracy and appropriateness of the themes.

Audit Trail

Information was made available for peer and expert audit. It included mainly field notes, transcribed interviews, coding procedures and correspondence. However, the audit trail was not monitored by anyone other than the researcher in the process.

Prolonged Engagement

The data collection process was commenced with the obtainment of the university documentation relevant to internationalization, followed by interviews. The gathering of data was completed over an extended period of time. This form of prolonged engagement established a degree of trust and assisted in ensuring credibility of the researcher and the validity of the research.

Triangulation

The method of triangulation involved using multiple perceptions to clarify meaning and to verify repeatability of observation or interpretation. Nonetheless, since observation or interpretation were not perfectly repeatable, triangulation was used to

clarify meaning by identifying ways through which the phenomenon was seen (Flick, 1992).

This study employed four types of triangulation (Danzin, 1970; Stake, 1995) when appropriate.

1. data triangulation which means that data will be collected from more than one location or form, or more than one person;
2. investigator triangulation which involves more than one observer for the same object;
3. theory triangulation which requires the use of more than one kind of approach when generating categories of analysis;
4. methodological triangulation which requires to use more than one method of obtaining information.

In addition, the following means of triangulation were also used:

1. Using peer examination which involved asking colleagues to comment upon the findings as they emerged;
2. Using participatory modes of research which involved participants in all the phases of research from conceptualizing the study to reporting the findings;
3. Being aware of my own biases and "clarifying my own assumption, world view and theoretical orientation at the outset of the study" (Merriam, 1988: 169-70).

Ethical Considerations

No ethical problems occurred from the study. No underage or captive participants were involved. Participation from all interviewees was voluntary. Each participant was informed of the purpose and objectives of the study. Each signed the letter of consent prior to the interview. Participants were also aware of their right to opt out as well as an option not to provide a response to any question. All 18 participants were provided with a copy of their respective interview transcript for the purposes of revision and of clarification of the interview content. To protect participants' anonymity, serial numbers were assigned to all individuals. In addition, based on their professional classification and administrative affiliation, these participants were further grouped into the following four categories: senior management (SM), Deans (D), University of Alberta participants

(UAIP), and faculty-level participants (FLP). All responses remained confidential.

In accordance with the policy of the University of Alberta, the research proposal was submitted for review and approval to the Ethics Review Committee of the Department of Educational Policy Studies.

Summary

This chapter provided a description of the researcher's position on ontological, epistemological and methodological issues. It also offered the rationales for the researcher's selection of a case study as a specific qualitative research method. The research used two mutually-reinforcing research strategies, interview and documentary analysis. Personal interviews, as the primary strategy, were conducted with 18 participants in order to gather crucial and specific information regarding internationalization-related issues at the University of Alberta and organizational strategies employed by the institution. Documentary data, as a secondary source of information, were also collected and analyzed for the purpose of obtaining a clear understanding of the key aspects of internationalization at the University. Content analysis techniques were used to identify emerging themes from the information gathered from the personal interviews and university official documents. Trustworthiness within the interpretivistic - constructivistic paradigm was ensured using member checking, peer and expert review, prolonged engagement, and triangulation. Although an audit trail was recorded as a part of the data collection process, it was not followed in this study.

CHAPTER IV – FINDINGS FROM DOCUMENT ANALYSIS

Introduction

As indicated in Chapter III, complementary to the use of interview method, the researcher also sought to obtain extensive data embodying the University of Alberta official documents and records with a specific focus on issues relevant to internationalization. Although a secondary source of data, the university documents and records served the following important purposes:

1. Provide an overall understanding of the various aspects of the internationalization process at the University of Alberta;
2. Provide information which may reinforce or contradict the interview data;
3. Provide additional information and insights in conjunction with the interview data.

The purpose of this chapter is to provide a summary of information obtained from the University of Alberta official documents. The types of documents that were reviewed included university publications, information available on the University of Alberta website and local newspapers. Although an initial survey uncovered that university documents which had a specific focus on internationalization were small in number, it was hoped that the available information could provide the basis for an understanding of internationalization definition, purpose, and objectives defined and pursued by the university, as well as organizational strategies.

The themes that emerged from the document analysis included the following: (a) importance of internationalization, (b) definitions of internationalization, (c) rationales for internationalization, (d) policies to facilitate the internationalization process, (e) structures to support internationalization, and (f) strategies to cope with challenges in the internationalization process.

Importance of Internationalization

Institutional Emphasis on Internationalization

The importance of internationalization as an essential element of higher education was recognized in two major university documents, *Degrees of Freedom* (1993) and its supplementary document (1998). An examination of them indicated that

internationalization had gained increasing importance at the University of Alberta.

In *Degrees of Freedom* (1993) -- the University's document of its mission, guiding principles and vision to the year 2005 -- there was expressed a sense of urgency with respect to the rapidly changing economic, cultural and political realities. Based on recognition of these changes, this document stated that the university must prepare its graduates to cope with the new challenges that emerged in the global context. As well, it was imperative that the University infused an international perspective into its teaching, research, and campus culture. The University's vision for internationalization was articulated in the following excerpt:

> No longer is it adequate to think only of Alberta or Canada in terms of preparing our future citizens to cope with the economic, cultural, or political realities of the year 2005. To meet the needs of our local, provincial, national, and international communities, we must ensure that our international activities are central to our academic mission, thus being integrated into our teaching and research programs. Educational curricula must be internationalized; the campus must become global in its perspective. (*Degrees of Freedom*, 1993, p. 8)

The 1998 supplementary document to *Degrees of Freedom* further confirmed the interdependent nature of the world in which a diversity of cultures, perspectives and languages coexisted. While this document indicated that university graduates must acquire knowledge and skills that were previously considered irrelevant, it urged the University to integrate internationalization into its institutional life so that its graduates can successfully participate in the interdependent world. This university perspective was reflected in the following excerpt,

> Graduates of the University of Alberta will increasingly live in a world in which they are required to interact with the global community and take different views into account. Successful participation in this increasingly interdependent world will require knowledge and skills that did not previously exist or formerly were considered irrelevant. To meet the needs of the communities which the University is called to serve, and to maintain and enhance the excellence for which it seeks to be known, the University must ensure that the development and propagation of this knowledge and skill are integral parts of its work. (*Degrees of Freedom, supplementary document*, 1998, p. 23)

Leadership Support

> We must work together to create what I call an "optimal learning environment" ... it must better encompass an understanding of the global world in which we live. Graduates of the University of Alberta must be able to cope with the economic, cultural, social and political realities of an international society. (President of the University of Alberta, 1995, p. 2)

The senior administration at the University of Alberta expressed a strong commitment to internationalization and provided a strong support for making it an institutional priority. As a visionary leader who desired to lead the University of Alberta to becoming a first-class university in the world, the President urged the institution to embrace internationalization and make it a central component of the organizational life through the integration of an international dimension into its functions of teaching, research and community services. In the *President's Key Strategic Initiatives* (2000), the importance of internationalization as an essential characteristic of world-class universities was clearly emphasized as follows:

> Without exception, universities that are judged to be amongst a handful of the world's best are internationally-vibrant learning and research environments, whose faculty, staff and students exhibit a curiosity of, and thirst to find out about the nature of communities throughout the world. We are building strongly our international dimensions: the teaching, learning, research and service functions. (p. 7)

Definition of Internationalization

An examination of the University of Alberta's official documents identified several definitions of the term. An analysis of these definitions revealed three important findings: (a) the meaning of internationalization at the University of Alberta had been evolving in the past decade, (b) although the institutional definitions had developed in richness and complexity, they mainly consisted of international activities that were deemed important by the University, and (c) the evolution of definitions clearly reflected a process in which international activities acquired increasing importance and emphasis and became central to the institutional mission.

Internationalization as Activities

Findings revealed that the term of internationalization had been defined in several documents. One common characteristic of these definitions was that internationalization was interpreted in terms of specific international activities that were essential components

of internationalization.

In *Degrees of Freedom* (1993), it was suggested that internationalization be integrated into the teaching and research activities and be considered central to the University's academic mission. According to this document, internationalization was defined in terms of five international activities, which included (p. 15) the following:

1. student exchanges;
2. curriculum development;
3. language and cultural instruction;
4. research exchanges;
5. economic and industrial initiatives.

In *the Report of the Senate Task Force on the International Dimension of the University of Alberta* (1994), internationalization was viewed from an organizational perspective and was considered to be a process through which an international perspective could be integrated into various programs and university culture. Nonetheless, this document also attributed specific activities to the meaning of internationalization and described internationalization as,

> ... the incorporation of international content and global perspectives into curriculum; development of mobility programs for students, faculty and staff; and development education and participation in international development. As a campus becomes truly international, an ethos develops which recognizes and celebrates cultural diversity and contributions to international education and development. (p. 17)

Thus, according to this document, a university that embraces internationalization should incorporate four distinct components as following:

1. an international curriculum;
2. student and scholar mobility;
3. involvement in international development ;
4. development of cultural awareness.

The 1998 supplementary document of *Degrees of Freedom* (1998) provided a clearer vision of internationalization and a stronger recognition of its importance. Inasmuch as the attention given to the international activities in the previous documents, this document identified a more comprehensive set of components of internationalization,

which included (p. 25):

1. integration of an international dimension into the teaching and research activities at the university;
2. development of collaborative international research;
3. international student recruitment;
4. student participation in overseas work-study programs;
5. faculty participation in international development projects;
6. the inclusion of an international component in every degree program offered by the University of Alberta.

Internationalization as an Educational Process

> Graduates of the University of Alberta must be able to cope with the economic, cultural, social and political realities of an international society. Teaching and learning programs and the campus community must become global in perspective so that each student gains a significant international experience. (President of the University of Alberta, 1995, p. 2)

The President of the University of Alberta provided a personal definition in his installation speech (Alberta Bound, 1995). With a clear recognition of the changing landscape in the economic, cultural, social and political realms, the President encouraged the university to escape parochialism and to take on multi-disciplinary and international perspectives in the education of its students. His definition accentuated internationalization as an educational process in which Canadian students acquire international perspective and international experiences. These are necessary tools, which would help the students successfully live and work in the global environment.

Rationales for Internationalization

For the purpose of gaining an understanding of why the University of Alberta considered internationalization a fundamental aspect of its organizational life, an examination of the rationales for internationalization provided in the official documents was conducted. It was hoped that these rationales would yield insight into the nature and extent of the institutional support and action in favor of internationalization.

The analysis revealed that there were three dominant drivers for the University of Alberta to become internationalized. They were (a) a liberal education philosophy, (b) a

social transformation rationale, and (c) an economic orientation.

A Liberal Rationale

A liberal rationale for internationalization was reflected in the document entitled *A strategy for continuing the internationalization of the University of Alberta through the International Development Education program* (International Center, 1995), as well as in a public speech made by the President of the University of Alberta (1999).

A central claim of the document authored by the International Center was the emphasis on self-development in a changing world as well as on development of human relationships as the primary focus of internationalization. A liberal perspective for internationalization was also reflected in the President's speech in which he attached great importance to three aspects of internationalization: (a) preparing students to successfully live and work in a global environment, (b) fostering in students an international perspective and awareness of global issues so that they can fully participate in an interdependent world, and (c) helping students develop global competencies so that they can solve global problems through understanding, effective communication, and cooperation.

A Social Transformation Rationale

In the aforementioned document written by the International Center (1995), the social transformation rationale for internationalization was evidenced in its recognition of social inequity and injustice which particularly existed between the developed and developing countries. Situating and viewing internationalization in the context of the South-North divide of the world, this document objected to the notions of inequity and injustice, asserted the necessity of providing a deeper awareness of international and intercultural issues related to equity and justice, and finally urged the University to ensure its faculty, staff and students to acquire competencies to cope with inequity and injustice in a manner that is effective, compassionate and fair. According to this document, the University must "work at better aligning our activities to the nature of the intellectual and practical problems we are facing as a society. Solving many of the most pressing problems of today's world, such as environmental management, the alleviation of poverty and the prevention of violence, or global climatic change, require knowledge from a wide

spectrum of disciplines."

An Economic Rationale

An economic rationale for internationalization stemmed from the document entitled *Operational Plan for internationalization* (Business Center, 1996). While this document acknowledged the economic interdependency among nations, it placed great importance on the University's ability to identify, respond and compete in the increasingly globalized economy. Contrary to their social transformation counterparts, the advocates of internationalizing for economic purposes urged the university and individuals to be more competitive in the global economic marketplace. Furthermore, they accentuated the crucial importance of economic ties strengthened by specific linkages with specific regions.

The Senate Task Force Report (1994) incorporated all three rationales for internationalization. While demonstrating recognition and understanding of social injustice and inequity, the dominant role of economy, the levels and areas of interdependency, and the need to equip students with tangible skills to meet the social and global needs, this report presented a comprehensive set of philosophical underpinnings for internationalization at the University of Alberta which included:

1. expanding horizons and viewpoints of students thereby increasing their employability (and their potential support as alumni);
2. transmitting knowledge and enhancing research potential through international student and staff networks thereby increasing the stature of the University and the potential of securing funds;
3. providing opportunities for collaboration with overseas business and government through foreign student satisfaction;
4. gaining comparative information through global education as a means of creating appropriate social and international policies and practices for Canada,;
5. taking advantage of the economic benefits of foreign students and scholars and network and research opportunities.

Policies Concerning Internationalization

An investigation of official documents indicated that, although the University of Alberta regarded internationalization to be an institutional focus, it had not yet developed clear policies to guide its international activities at the university level. The lack of institutional policies for internationalization was first recognized by the Senate Task Force (Senate Task Force Report for Internationalization, 1994) as it stated "the University does not currently have an overall policy to focus and direct its international dimensions" (p. 18) and that "the University's commitment to international development has not been formalized in policy, despite considerable activity and benefits to the University and its development partners" (p. 21). The Senate Task Force further pointed out that the development of international activities at the University of Alberta had preceded the development of a mission statement and policies relating to international activity. In its assessment, international activities were not organized systematically. Many formal institutional linkage agreements were originated and developed from informal relationships and networks established by individual academics and students. The assessment was articulated in the following excerpt,

> In the case of the University of Alberta, a great deal of international activity has preceded the development of a mission statement and policies relating to international activity. Linkages and networks established by individual professors and students have led to more formal institutional linkage agreements.... (p. 17)

Notwithstanding the lack of policy concerning internationalization, the Senate task force acknowledged the considerable volume of international activities the University operated as well as the benefits that they accrued to the campus community and its development partners. As such, the Senate Task Force urged the university to develop "a university-wide framework of policies and goals to provide direction, cohesiveness, coordination and communication for diverse projects and programs" (p. 42).

Policies Concerning Specific International Activities

Although the University of Alberta did not have an overall policy to guide and organize many of its international activities, it had established written policies which addressed two specific areas of internationalization, namely, international tuition fee structures and language requirements for international applicants. Furthermore, these

policy procedures underwent changes between 1998 and 2000.

Policy Concerning International Tuition Fee Structure

An investigation of the international fee policies revealed a process in which several changes had occurred during the last decade. An initial General Faculty Council (GFC) policy suggested an objective of "working toward the abolition of differential fees for international students." (GFC 108.11, 1986). This GFC policy was changed a decade later as the *Graduate Program Manual* (1998) stated that "all students who are not Canadian citizens or permanent residents are assessed a differential fee, calculated as an additional 100% of all instructional fees assessed" (p. 26).

Another change to the international fee policy occurred as the new millennium drew near. In May 1999, the Office of the Vice-President Academic submitted to GFC a proposal for increasing international undergraduate tuition fees. This proposal recommended that "effective September 2001, tuition fee for undergraduate students who are not Canadian citizens or Permanent Residents be $12,000" (International undergraduate tuition fee proposal, 1999). Although GFC rejected the initial proposal, in June 2000 it approved the modified proposal in which a tuition increase for international undergraduate students at $9,000 was recommended.

Policies Concerning English Language Requirements

Another area in which specific policy existed was English language requirements for international admissions. Because the primary language of instruction and communication at the University of Alberta continues to be in English, proficiency in English is a prerequisite for graduate admission. In order to fulfill the language requirements, the international applicants were required to take one of the three English language examinations: The Test of English as a Foreign Language (TOEFL), the Michigan English Language Battery (MELAB), and the International English Language Testing System (IELTS) (Graduate Program Manual, 1998, pp.36-37).

Document analysis revealed that changes to policy procedure had occurred for international admissions at the graduate level. To provide an alternate method of satisfying the existing English Language admission requirement of either a minimum 550 TOEFL or 85 MELAB score, in March 1996, the FGSR Council approved a proposal for

a new intensive English language course entitled *Preparing for Graduate Studies (ESL 550)* offered through the Faculty of Extension. While this course targets international applicants who, in every other way except English language competency, meet the department and FGSR minimum admission requirement and who have funding available to cover the cost of *ESL 550*, it "will be particularly attractive to those departments with present or potential contacts in countries that wish to sponsor students to study abroad and are willing to pay for an English language upgrading component" (Graduate Program Manual, FGSR, 1998, p. 38).

The Creation of Leadership for the International Office

The recommendation for the creation of an Associate Vice-Presidential position for internationalization was initially proposed by the Center for International Business Studies (*Operational plan for internationalizing the University of Alberta,* 1996). This recommendation was based upon a situational assessment of internationalization at the University which revealed that the internationalization process was marked by the following characteristics:

1. a lack of congruence and coherence in international activities;
2. lost opportunities to undertake international projects and contracts due to a lack of information and coordination;
3. a need for intra-university cooperation to provide mutual reinforcement and support for initiatives and endeavors;
4. a need for horizontal flow of information of international activities across the campus;
5. a lack of clearly defined systems, policies, procedures and decision-making for international activities. (University of Alberta, 1996, p. 32)

Taking into consideration of the characteristics of internationalization at the University of Alberta, the report indicated that the creation of Associate Vice-Presidential position would benefit the institution in four important aspects below:

1. it allows "a micro perspective" of all international activities across the institution;
2. it facilitates interdisciplinary cooperation and synergy by connecting the participants in a large and complex university;

3. it demonstrates in a tangible way, to both external and internal communities, the institution's commitment to internationalization;
4. it serves to institutionalize international arrangements that otherwise depend solely on personal relationships. (University of Alberta, 1996, p.32)

In 1998, due to the "increased international activities", and "in order to provide strategic advice and direction as to how the university might develop further its international activities," the University adopted the recommendation by the International Business Studies and re-instituted the post of Associate Vice-President (International) as the new leadership for the existing International office - University of Alberta International (UAI). Concurrently, the university also "regrouped most of the international activities of the central administration into the University of Alberta International unit" (Degrees of Freedom -- Supplement, 1998, p. 24).

Strategies for Internationalization

Available documents indicated that University of Alberta employed two strategies for internationalization, both of which were intended to cope with financial austerity: (a) setting geographical priorities, and (b) tuition fee increase at the undergraduate level.

Setting Geographical Priorities

In the document entitled *President's key strategic initiatives: University of Alberta Key* Strategic *Initiatives: Progress Report and Future Focus*, there was a clear indication that in order to effectively utilize limited financial resources for international activities, focus must be set on the following geographic areas: (a) Europe, (b) Along the Rocky Mountains to Mexico and into South America, and (c) In East and South-East Asia, including Japan, Korea, Hong Kong, Taiwan, mainland China, and Singapore. The rationale for the geographical emphasis was indicated in the following excerpt:

> Focus the limited resources which the University has to support international activities. Focus is required to increase the impact of the University's international activities. It will be achieved by emphasizing new international activities within geographic limits. While the university is currently concentrating on East Asia and the Americas, the University recognizes that it also has an interest in not only maintaining current initiatives, but also in encouraging new initiatives around the world. (p. 25)

Tuition Increase at Undergraduate Level

A review of the International Under-graduate Tuition Fee Proposal in Draft (1999) indicated that the University proposed for a tuition increase primarily for the purpose of increasing sources of funding. These rationales are provided as following:

1. To increase the source of funding to provide the services that international students require and deserve;
2. To increase the source of funds to offer significant scholarship to academically excellent international students;
3. To offer a competitive tuition;
4. To increase the source of funds to recruit an increased number of international students;
5. To change funding sources which are not provided by the government.

Summary

This chapter provided information concerning internationalization gleaned from the university publications, publications available on the University of Alberta website and local newspapers. Findings of the document analysis revealed the following themes: (a) internationalization was considered to be an institutional priority at the University of Alberta. It had gained increasing importance over the last decade, (b) internationalization was mainly defined in terms of specific international activities in the official documents, (c) the rationales for internationalization provided in the university documents included a liberal education approach, a social transformation rationale and an economic rationale, (d) the University of Alberta strengthened the structure to support internationalization through the creation of leadership for its international office, and (e) the university documents indicated a lack of internationalization policies at the institutional level. However, several operational policies had been developed to guide to specific international activities (e.g., international fee structures and English language requirements). Finally, there was very little mention of comprehensive organizational strategies for internationalization in the university publications. Nonetheless, the setting of geographical priorities and the increase of undergraduate tuition fees were used as strategies to cope with the financial challenges faced by the university in its internationalization endeavors.

CHAPTER V – FINDINGS FROM INTERVIEWS
INTERNATIONALIZATION: DEFINITIONS, RATIONALES AND GOALS

Introduction

As outlined in Chapter III, I used interviews as the primary method of data collection to gain first hand knowledge of the organizational strategies for internationalization employed by the senior administrators at the University of Alberta. This approach also identified the issues and challenges that emerged in the internationalization process. The design of the interview questions was based on a study of the literature and the underlying conceptual framework for the study. The total number of interviews conducted was 18. The selection of interviewees targeted senior- and mid-level administrators, as well as seasoned international education practitioners at the University of Alberta. One interview continued on an on-going basis and consisted of four separate sessions.

Research Method

A specially designed schedule was used for the interviews (see Appendix A). The interviews were semi-structured and the schedule was intended as a guide, not as a limitation, as this approach may have confined the contribution made by interviewees (Bogdan & Biklen, 1992). The interviews were recorded on audio cassette tapes, with permission, and were transcribed at a later date. As indicated in the consent form, all 18 participants were provided with a copy of their respective interview transcript for the purposes of revision and of clarification of the interview content. Of the 18 interviewees, two made significant revisions to the transcripts and two others made minor changes. I then proceeded to analyze the data, using a content analysis technique to identify major themes and sub-themes that emerged from the data.

Data Analysis

An initial analysis of the interview data identified 12 themes. To merge the topics, I constructed a "layering of themes" to build from the specific to the more general (Creswell, 1998). As a result, the initial 12 topics were merged into four overarching themes as following:

1. Internationalization: its definitions, rationales, purposes and benefits;

2. Organizational strategies for internationalization;
3. Influential organizational factors in the internationalization process;
4. Issues and challenges facing the University in its internationalization process.

To ensure clarity and organization of the presentation of the findings, the findings are reported in two chapters. In this chapter, findings concerning the first two themes are presented. Findings in relation to the last two themes will be reported in Chapter VI.

It is noteworthy that this study was not designed as an effort to document differential perception. However, persons in different positions do perceive events differently and are affected by events in varying ways. This is certainly true for the different groups of participants involved in this study. It is to be expected that administrators of differing levels will see internationalization from divergent viewpoints. Similarly, central administrators and faculty level administrator as well as international education practitioners would approach international activities from somewhat distinct orientations. Thus, one objective of the report was to ensure that it yielded a comprehensive picture of viewpoints and perceptions on part of the varying groups.

Coding System

For the purpose of ensuring confidentiality, interviewees were assigned serial numbers from one to 18 (e.g., participant #1). In addition, based on their professional classification and administrative affiliation, these participants were further grouped into four categories which include senior management (SM), Deans (D), University of Alberta participants (UAIP), and faculty-level participants (FLP) (see Table3). Both the serial numbers and the group classification have been used to reference the statements of the interviewees in the presentation of findings in the two chapters. The respondents' comments were grouped by themes.

SM	D	UAIP	FLP
participant #2	participant #7	participant #1	participant #4
participant #6	participant #10	participant #3	participant #8
participant #13	participant #11	participant #5	participant #9
participant #16	participant #12	participant #17	participant #14
		participant #18	participant #15

Table 3: Coding system

Internationalization: Definitions, Rationales, and Goals

Definitions of Internationalization

An analysis of the definitions of internationalization provided by the participants revealed that they attributed three meanings to the term: (a) internationalization as a process, (b) internationalization as activities, and (c) internationalization as a measure for international standards of recognition.

Internationalization as a Process

The most obvious point emanating from the participants' personal definitions was that internationalization was a process through which higher education institutions infused an international dimension into their teaching, research and community service functions. Participants strongly agreed that, at the University of Alberta, the most important aspect of internationalization process concerned the education of the students of which fostering in Canadian students a world perspective was a primary focus. Participants suggested that, to integrate an international dimension into university education, the institution must introduce the students to the social, cultural, political and economic realities other than their own; it must cultivate an awareness and sensitivity to diversity and differences that exist in these realities, and furthermore, must enable the students to develop an appreciation and respect for other people, cultures, and languages. The participants firmly believed that, only when equipped with international perspective and intercultural knowledge, could the students be able to successfully work and live in a

rapidly developing world. The personal definition provided by participant #2 (SM) reflected this perspective,

> Internationalization means on the education of our students side, that each of our students would be prepared to live and work in our world as it is so rapidly developing; each of them has to have a significant international experience; each of them has to have the appreciation for the cultures, the political, economic, and social parts of our world; each of them will have knowledge of at least one other language.

At another level, internationalization was also seen as a process through which higher education institutions created connections with other people, institutions and governments in the world. According to Participant #6's (SM),

> Internationalization means to create connections between people, to bring international students here and to send Canadian students abroad, and to create an atmosphere of understanding about world affairs and an interest in world affairs.

Several participants perceived connection-building to be an essential element of internationalization at the University of Alberta, maintaining that it accrued benefits not only for the institution and its domestic students, but also for international students.

Internationalization as Activities

Several participants interpreted the meaning of internationalization in terms of specific activities which they considered as the most important contributors to the internationalization process. Analysis of the activities being identified indicated that participants had placed most emphasis on student-related activities such as international student recruitment and student mobility programs; followed by academic- and research-related activities that included curriculum development and international collaborative research. Also identified were international projects and programs, exchange opportunities for faculty, and development education. Participant #17's (UAIP) definition covered a wide range of international activities, "Internationalization in the university context can mean so many things. It can mean everything from foreign student recruitment to exchange opportunities... and then it could mean things like international programs work trying to connect people. It also means research collaboration and curriculum development." Participants indicated that all these various types of

international activities constructed a basic definition of internationalization.

Internationalization as a Measure of International Standards of Recognition

A third definition of internationalization gleaned from the participants' responses pointed to the University of Alberta's ambition to achieve international standards of recognition. To some participants, internationalization meant a bench-marking exercise in which the University of Alberta competed against other Canadian institutions in an effort to become widely recognized. Participant #13's (SM) definition clearly reflected this aspect of internationalization, "Another thing for the university is, if you think you are good and you want to be known as good, you have to set yourself against not just Canada, but the whole world. You have to say 'we can benchmark ourselves against these institutions... we are with them and be seen by them to be good enough'" ... That's a marker of success." Participants' comments indicated that the pursuit of an international standard of recognition formed another definition of internationalization.

The Absence of an Institutional Definition

As the participants reflected on the meaning of internationalization and provided their personal understanding of the term, they commented that an official definition of internationalization was unavailable at the University of Alberta. Interestingly, their commentaries as to the importance of an institutional definition exhibited differing perspectives. While some perceived a strong need for a definition of internationalization at the university level, others expressed disagreeing viewpoints.

To some participants, internationalization was a concept that consisted of a myriad of meanings. While maintaining that the meaning of internationalization was subject to various interpretations of individual faculties which pursued differing goals, values and priorities, these participants believed that an absence of a university definition would prevent an imposition or restriction on the meanings faculties might contribute to the concept. The following quotations by participant #5 (UAIP) and participant #6 (SM) provided a glimpse of this position,

> Different faculties have different value systems, and different ways they deal with things. I don't think you can enforce over the Faculties of one unified vision... different faculties and different individuals will define that

differently to some degree.

> The strength of internationalization is it means different things to different people. At one level, one of the purposes of international is to expose students from Alberta and Canada... to the richness of the world... at another level, internationalization is about allowing particularly the research side of the university to connect itself to that broad movement of globalism... in between those two meanings, there is a wide range of meanings and interpretations of what internationalization is.

This view gained support from those who considered that an institutional articulation of the key elements of internationalization was of more importance than the existence of an unified definition. Participant #17 (UAIP) supported this viewpoint as she maintained that "I haven't come across something that I'm really comfortable with in terms of the definition of internationalization for universities in Canada. But what I'm comfortable with is all of the components that make up internationalization."

However, others argued that the meaning of internationalization must be addressed at the institutional level so that it could provide a clear guidance to international activities on the campus. These participants observed that a lack of official definition at the University of Alberta was the cause of ambiguity and confusion among the faculties with respect to the orientation and overall internationalization goal.

Rationales for Internationalization at the University of Alberta

In response to the question of why the University of Alberta was engaged in the internationalization process, participants identified three rationales as the most important drivers. They were (a) preparation of Canadian graduates, (b) an economic rationale, and (c) enhancement of institutional reputation. These rationales commensurate with the meanings of internationalization as reported in the previous section.

Preparation of Canadian Graduates

Data analysis revealed that the most important driver for the University of Alberta to become internationalized was to prepare its domestic students to work in the increasingly globalized environment. Most participants expressed a keen awareness that, with the rapid technological advancement and economic development, graduates of the University would need to seek employment opportunities in the international workplace.

As such, they perceived that one urgent task facing the university was to produce internationally knowledgeable and interculturally competent graduates. Participant #13 (SM) noted that, "There is all the cliché around globalization, but it is true: the internet, travel and economic pattern, and all those things indicate that you can't simply shut yourself off in Canada... so our students have to be prepared to work in wherever it might be... they have to be prepared to work in different climate." Another senior administrator - participant #16 confirmed this view by stating that "It's becoming clear that the future for our graduates is in a bigger arena than it had been in the past... there is a bigger world beyond Alberta, beyond Canada. It's no longer acceptable to have a parochial view. I don't think we would be doing our students a great service if we had a narrow inward view."

An Economic Rationale

Revenue generation was identified as the second important reason for the institutional involvement in international activities. Participants perceived that, as the provincial government cut back its support for higher education and expected post-secondary institutions to diversify funding sources, it was inevitable for the University of Alberta to be involved in revenue-generating activities in order to ensure its financial survival. One senior administrator expressed a sense of urgency about the financial survival of the University as he maintained that "we will have to be assertive about economic orientation, or we wouldn't be able to survive." As well, participant #3 (UAIP) agreed that an economic orientation was a critical means to maintain the financial viability of the institution, "As the university resources diminish from the provincial government here, revenue generation for international activities is a critical issue."

Although most participants demonstrated an awareness of the financial austerity facing the University of Alberta, they expressed differing views with respect to whether the institution should pursue internationalization for economic benefits. It was noteworthy that the advocates of an economic rationale primarily held senior administrative positions, in the business domain or in full cost-recovery programs. Faculty-level participants, however, asserted a non-supportive position toward an economic orientation for internationalization. Participants #14 (FLP) stated the rationale

for internationalization at her faculty, "... our criteria will not be money, and this is the international committee, may not be our administrative people. We are not particularly interested in internationalization for revenue generation... we are not looking to make a profit on internationalization except for money that will be put back into internationalization." Participant #11 (D) also stated that the purpose of internationalization at his faculty was for the betterment of human conditions in the poor regions of the world. In his words, "I still maintain that in our Faculty there are things we need to do because we are working with children and people in poverty. We want to make a difference."

Other Rationales

Further considerations for internationalizing the University of Alberta pertained to the university's international reputation as well as the economic competitiveness of Canada. Some participants acknowledged that, as the universities worldwide endeavored to internationalize themselves, internationalization would inevitably become a future trend of higher education. If the University of Alberta neglected this trend or performed poorly in its internationalization attempt, it would likely jeopardize its reputation and would hamper its efforts to becoming a reputable institution around the globe.

Others, while considering universities in the developed countries as key players in the export of educational services and products, indicated that one important reason for them to internationalize was for securing national economic competitiveness, also for improving the quality of life in the developing countries. Participant #6 (SM) indicated that "the main reason why universities are getting involved is because we have the central commodity of that economy in the advanced and developed countries. It's necessary to continue the life style, the living standards we've grown accustomed into. And hopefully to extend that kind of economy to other countries that do not have it."

A minor yet important rationale provided by participant #6 (SM) related to the relationship between internationalization and globalization, two different yet linked concepts. This participant provided an explanation for the institutional pursuit for internationalization, "The reason we are active in internationalization of education is precisely because there is a much more fundamental movement going on, whether you

call it internationalization, globalization or cosmopolitanism. There is definitely a trend that we are riding on... The necessity is there." Obviously, this participant perceived globalization as the catalyst and internationalization as a proactive response. Consequently, the impact of globalization had created a fundamental trend for higher education institutions.

Purposes of Internationalization

Although all participants were posed with the question of the internationalization goals pursued by the University of Alberta, only senior administrators provided direct responses. Nonetheless, the analysis of the responses revealed interesting perspectives.

Philosophy of Education

The most prominent perspective was the philosophy-of-education view which stressed a combination of individual cultural enrichment and development of a world outlook. An important point of emphasis that stemmed from this viewpoint was the belief that education should go beyond the mere acquisition of concepts and skills. Participants asserted that an university education should help students develop insights into the variety of cultures and societies. With such insights, the students could gain a better understanding of their own culture and society. Participant #6 (SM) articulated the goal of internationalization as "... to create an atmosphere of understanding about world affairs and an interest in world affairs... By understanding other cultures, other languages and other people, one enriches one's own understanding of one's own country, one's own culture and language. That usually makes you more educated, more understanding, more tolerant, and more curious about the world."

Education of the International Students

Another strong point of emphasis that arose from the world-outlook viewpoint related to providing quality education for students from developing countries. Senior level participants indicated that, with a further engagement in the internationalization process, the University could help international students acquire knowledge and skills which would ultimately enable them to make contributions to the development of their home countries. Participants #13 (SM) stated that internationalization had two goals,

"one is to make sure that we prepare for the way the world is going... also it is bringing students in so that they can contribute to the campus community and help our students understand, but also carry our standard of education back toward where they come from." Participant #16 (SM) put more emphasis on providing educational opportunities for internationalization as he noted that "We should make our business to bring outstanding students from under-developed countries and give them an education and give them an opportunity to go back to contribute to the development of their country."

International Recognition

Data analysis revealed that a third goal of internationalization aspired to by the University of Alberta focused on the attainment of some measure of international recognition. Participant #13 (SM) indicated that, because an excellent international reputation would help the institution make international contacts and collaborate with universities outside of Canada, the University of Alberta must work towards being a first-class university in Canada in order to achieve a worldwide reputation. In his vision, the University should achieve the following: "... when I go to one of those areas of concentration, East Asia, Latin America or parts of Europe, we are known as one of the most active two or three universities in Canada; when they are doing something in Canada, they think of us."

Benefits of Internationalization

When asked about the benefits of internationalization at the University of Alberta, several participants indicated that having international presence on the campus had brought intellectual, cultural and economic advantages to the university. Participant #2 (SM) noted that international students at the University of Alberta contributed to the intellectual rigor and cultural diversity of the university community, "the international students coming in (to the University of Alberta) enriches the culture here... given the extraordinary diverse nature of the Canadian society." Participant #4 (FLP) observed that international students also contributed to the economic well-being of the institution. Thus he emphasized the economic benefits of internationalization. In his opinion, "every student comes here to study is a contribution to the economic environment... for each and every dollar foreign students spend, there is benefit down the street."

Organizational Strategies for Internationalization

Identification of Strategic Initiatives

When asked about the strategies used to achieve the internationalization goals at the University, most participants mentioned the key strategic initiatives identified and pursued by the central administration. These key internationalization initiatives included: recruitment of international students; international partnership-building; international alumni development; international benefactors; educational joint ventures; and international undergraduate tuition increase. The analysis of the participants' responses toward these initiatives will be presented in the following sections respectively.

Recruitment of International Students

> One of the key strategic initiatives of our internationalization program, as envisioned by Dr. Fraser, is the recruitment of the most excellent students from all over the world.
>
> Faculty level participant

As most frequently mentioned by the participants, the recruitment of international students was considered to have strategic importance at the University of Alberta. Participants indicated that the university's desired recruitment target was to have international students comprise 10% of the undergraduate student population and 30% of the graduate student body by the year 2005.

Rationales for International Recruitment

An analysis of the participants' responses identified four major drivers for the institution's active involvement in international recruitment. They were (a) to create a vibrant international learning community in which Canadian and international students can integrate with each other through interaction and mutual learning, (b) to broaden the spectrum of education through the teaching of international affairs, cultures and languages, (c) to increase the institutional profile, and (d) to build and expand international contacts with target institutions through international students. These rationales were indicated by a faculty level participant and two senior administrators respectively,

> We're actively looking at that (recruitment) because we think it enriches our program to have students from other countries, working with us and

our students as well. We learn from them and they learn from us.

> The motivation for bringing undergraduate students here is one of creating an atmosphere in the university that revitalizes the community... having 10% undergraduate student population to be international fuels the thirst for knowledge and the ability to understand the world.

> ... bringing in more international students so that campus community is more aware of international occurrence, and also because when those students go back to wherever they come from, they will hopefully take some of the University of Alberta with them and help connect us to places out there.

Participant #4 (FLP) considered that, because international recruitment accrued economic benefits to the institution, revenue generation should be considered as a key motivation for the university to recruit international students. He stated: "... for each and every dollar foreign students spend, there is benefit down the road. There is a need to address the economic benefit or impact of internationalization."

However, participant #6 (SM) counter-argued that, because the University hardly benefited from international recruitment in financial terms, profit-making was clearly not a driver for institutional recruitment. He stated: "Obviously one of the things is that we don't make money on undergraduate student recruitment... even with differential fees right now, it's only covering half of the cost for education. So we are not doing it for the money."

Recruitment Responsibility

Data analysis revealed that the University of Alberta had two central offices that were specially mandated to recruit international students: the Registrar's office was responsible for the recruitment of undergraduate students; and the Faculty of Graduate Studies and Research (FGSR) took responsibility for the recruitment of graduate students. According to the individuals responsible for recruitment in these offices, the Registrar's Office and FGSR used rather different approaches to tackle their recruitment task. While the Registrar's office adopted a centralized approach, the FGSR employed a decentralized system. As a result, at the graduate level, the responsibility for recruitment was shared among individual faculties, departments and the FGSR. In addition, participant #5 mentioned that the Office of International Relations at the University of

Alberta International (UAI) also assisted graduate student recruitment by "seeking out opportunities where partnership development would be conducive to graduate student recruitment."

Recruitment Strategies

The interviewees identified three important recruitment strategies that were employed at the University of Alberta. They included participation in educational fairs, use of printed brochures and web-based promotional materials, and overseas promotion by international travel.

Data analysis found that international travel and participation in international fairs were strategies regularly used by the senior administrators (e.g., the President, Vice President Academic, and Associate Vice-President International). Although occasionally faculties and departments participated in these activities, more often they relied on senior administrators for the overseas promotional tasks. Participant #9 (FLP) indicated: "Primarily what we are looking at is really leveraging international travel by the President and Associate Vice-President international... They have made the commitment that every time they go into a city or country, they will take along our recruitment package and they will do a presentation at a high school." This comment suggested a collaborative nature of the relationship between the senior administration and faculties when international recruitment was concerned.

Common recruitment strategies used by the faculties and departments involved the use of print and Web-based promotional materials and email correspondence. Other strategies such as the use of agents and alumni, as well as international students on the campus, membership in recruitment consortia (e.g., the National Association of Graduate Admission Professionals in the United States) were also employed.

Alternate Recruitment Method

In addition to the above-mentioned recruitment practices, an alternate recruitment method -- "Maple Leaf Strategy" -- had been used by the Registrar's Office. Participant #9 (FLP) described this approach to recruitment, "There are several high schools across Canada that focus on international students. We're working very directly with them. We call this our 'Maple Leaf' strategy because it focuses on how we can find international

students in Canada. There is a tremendous advantage to doing this because the students are already in Canada."

As its name indicates, this strategy focuses on attracting a specific segment of the international student population which comprises those presently enrolled in Canadian high schools. Findings revealed that this group of students were favorable targets because of two advantages: (a) they were from more affluent families and therefore were in a strong financial position to afford the cost of post-secondary education in Canada and, (b) being the products of Canadian secondary education system, they were likely to integrate in Canadian post-secondary systems with less difficulty and cost than their newly-arrived peers.

Coordination of International Recruitment

As a central initiative, international recruitment had drawn considerable attention from all corners of the campus and had become a university-wide activity. It was positive to observe that offices with an international recruitment mandate and people who were interested in recruitment-related issues had made joint efforts to support and collaborate among themselves in order to overcome obstacles in the recruitment process (e.g., limited financial resources). For example, one auxiliary strategy developed and implemented by the Registrar's Office was to establish an informal international recruitment committee. Participant #5 (UAIP) observed,

> What the Registrar has done is to put together an International Recruitment Committee so that they bring together International Relations, their office, the International Center, the Alumni Affairs, Graduate Studies and other people in the community as well who are working on the recruitment issues... so that we take all our expertise and start to pull it. International recruitment does need to be a coordinated activity.

Consisting of key people who had a keen interest in recruitment, this committee focused on exchanging recruitment information, monitoring and coordinating recruitment activities across the campus. Participant #9 (FLP) indicated that one positive outcome of the coordination among different offices was that her office was able to get more help and support for its recruitment mandate. She commented, "There are all sorts of people across this campus that are traveling internationally. I've got to work ways of hooking in with

them better so they become my recruitment officers... I've got to think of ways of leveraging the funds that I have."

Targeted International Students

Findings revealed that an issue closely related to international recruitment was the types of students targeted by the university. Participants at the senior level indicated that academic qualification and financial capability were two major attributes of graduate students preferred by the university. This type of graduate student was favored because first they would likely be able to contribute to the intellectual rigor of the university community; and secondly, with secure financial standing, they would not likely make financial demands on the institution. These recruitment criteria were clearly presented by participants #6 (SM) and #13 (SM),

> (recruitment of international graduate students) First of all, the principle of an academic institution is to attract the best and the brightest from everywhere.. you want to attract the best students from all around the world because you want the best of the best here.

> We get top students (at the graduate level) because they have won a national competition to get this scholarship. And they are fully funded. So it's not a cost to us... we want the top ones and the ones that can win scholarships.

The criteria for targeted international undergraduate students are similar to those at the graduate level. Participant #13 (SM) provided the rationale for recruiting undergraduate students in South-east Asia, "(recruitment in) Singapore is logical for a number of reasons: it's English speaking; it's wealthy so that people can come; it's an advanced society with the need for higher education from good institutions." His comment indicated that there was more emphasis on recruiting undergraduate students from affluent regions who had the means of paying higher education differential fees.

Undergraduate Tuition Increase

> Another strategy we embarked on is to raise fees for international students, but tied in with it is a commitment to take the resources that we generate from those who can afford to come here, and reinvest that back into scholarships, to international students, to services for international students, for recruitment of international students. The whole additional

> purse that would come from those additional fees will be reinvested into internationalization.
>
> Senior administrator

In June 2000, the General Faculties Council (GFC) approved the Registrar's Office's proposal for increasing the differential tuition fees for international undergraduate students. The interviewees' responses to this proposal revealed conflicting views with respect to the rationales and benefits of using this strategy for internationalization. The participants with opposing views could be categorized into two groups: senior administrators and participants at the faculty level.

According to participants at the senior level, a tuition increase was based on two important reasons. The first concerned an assumption held by international applicants – higher tuition was equivalent to higher quality of education. These participants believed that, while the international tuition increase facilitated this assumption, it served as a marketing strategy to attract students from affluent countries. With the income generated from a tuition increase, the University could invest in under-funded areas of international activities (e.g., to support international recruitment and to provide services for international student).

A second important reason, as articulated by senior level participants, related to three economic benefits the tuition increase accrued to the internationalization process at the University of Alberta. The university could use some of the additional income to provide financial support to international initiatives at the faculty and department levels (e.g., to encourage faculties to enroll more international students through the provision of financial resources and incentives, to enable faculties to offer more sections or courses with an international perspective, or to help faculties provide more and better services to international students).

Finally, the revenue generated from the international tuition provided the means for the university to offer scholarships to international students who demonstrated outstanding academic performance, and bursaries to those who needed financial support.

Although an international tuition increase was supported by senior administrators, it encountered strong opposition from faculty-level participants. These participants, while questioning the validity of the assumption underlying the tuition hike, expressed a

skeptical attitude toward the claim that the new fee structure would benefit faculties and international students. In the opinion of participant #1 (UAIP), by quadrupling international differential tuition, the institution assigned part of its financial responsibility for internationalization to the international students. From a different perspective, participants #7 (D) and #14 (FLP) anticipated that a higher tuition fee would likely deter international applicants of developing countries from attending the University of Alberta. Participant #7 (D) stated: "I think a tuition increase was based on some incorrect assumptions as far as our faculty is concerned... it would reduce the foreign Visa students in our faculty. The fee strategy wouldn't work for us." Faculty level participants cautioned that the change to the international fee structure would ultimately result in a smaller and less diverse international student population in their faculties.

Partnerships

In parallel with the central initiatives mentioned earlier, partnership building was another international activity which represented enormous opportunity for the institution.

Rationales for Partnership-building

During the interviews, participants identified two reasons for why the University of Alberta actively pursued and promoted partnership-building. The first reason was related to the fact that, in a global learning environment, higher education institutions were facing strong competition and great challenges. Participant #7 (D) observed that an individual institution no longer possessed the strength to quickly enter and effectively compete in the global learning environment. However, to many institutions, partnership-building provided a solution to these challenges. When joining a partnership with several institutions, a university could take advantage of complementarities and took on large and complex international projects.

According to participant #18 (UAIP), another important reason for partnership-building concerned two positive outcomes it provided: (a) it helped the institution to attract fee-paying international students and (b) it enabled the institution to maintain a balanced demographic representation of students from all parts of the globe. A convincing example was that, as the number of African students declined at the University of Alberta, the university's operation of exchange programs with African

institutions provided the only solution for maintaining the presence of students from Africa.

Expansion of Partnerships

An important theme that emerged from the participants' comments concerned the significant expansion of types of partnerships being targeted and sought at the University of Alberta. In addition to the formal types of partnerships with Canadian and foreign educational institutions, the University of Alberta currently desired to establish a variety of types of partnerships with governments, industry, private sectors, foundations, and funding agencies in Canada as well as abroad.

Participant #6 (SM) mentioned that development projects were also a form of strategic partnerships. In this type of partnership, the University teamed up with a counterpart institution in the developing world with the purpose of assisting its technological development.

Criteria for Partnership

Data analysis indicated that the University of Alberta sought new international partners with certain desirable characteristics. According to participant #5 (UAIP), the most significant attributes in the international partners included academic rigor, research and teaching capacity, educational values, and quality of the institution. Participants also indicated that, for the university to establish and maintain successful partnerships, it must concentrate on building a small number of core and effective partnerships with compatible and reputed institutions. Participant #13 (SM) described, "We try to find a few really good institutions to develop links with because there is a real danger in internationalization that you run off to every university in the world, sign a nice memorandum, and it doesn't mean anything. What we want to do is to have relatively small number of very good ties."

Geographical Focus

Participant responses indicated that Asia-Pacific Rim, the Rocky Mountains trench into Latin America, and selected parts of Europe were three regions of the world where a high level of interest and planning for future international activities existed at the

University of Alberta. When asked about the rationales for the selection of these areas of interest, participants indicated that the President's vision had a strong influence upon the decision. Two senior level participants also suggested that the selection of these priority regions was primarily based on the consideration of economic opportunities and cultural connections,

> In the mid-90s, East Asia was growing tremendously fast, so the President's first focus was on Asia, saying 'the future economic power house was already in Japan, and a number of emerging areas as well, how do we tie in there?' so he spent a great deal of time building our Asian connections.

> The President's vision is that Alberta's economy and emerging cultural ties in this and the next century is shifting away from Europe to the Pacific. So his vision is that the university's first line of focus should be the Pacific area, including the Americas... then the second part of vision is looking south to the Rocky mountains... includes Mexico, Central America and Latin America. So that's the emerging new core of the vision of where the economy for us is and where the university's new cultural, economic ties are.

Participants provided mixed and opposing views to the central administration's identification of the priority regions. Participant #3 (UAIP) observed that, while some faculties were supportive of exploring international opportunities in the priority areas, they were concerned that having a geographical focus might impede the institutional endeavor to maintain a diversity of student population which is a major characteristic of an international learning community. In his opinion, the university community were concerned that "students tend to come from a very specific sub-region" and that "we need to have students from other parts of the world in order to make it a true international campus."

Another controversial issue around the geographical focus for international activities centered on the exclusion of Africa as an important area for international development. This issue had provoked a high level of concern and disagreement across the university community, most evidently among the faculties and departments which valued development project work an equally important undertaking as the centrally assigned international activities. For example, while acknowledging the conflict of interest between faculties and central administration, faculty level participants maintained

that development work would continue to be an emphasis of international activity in their faculties. Participant #11 (D) stated the position of his faculty,

> The central administration made it clear the areas they are interested. But I don't think that would prevent us from going into another area if we thought it's really a worthwhile project; if it was something that we have the expertise and there's some long term benefit for our staff and other people involved.

The strong interest and commitment in the pursuit of development work at the faculty level did not escape the observation of UAI participants. While all UAI participants understood and respected the position insisted by the faculties, participant #18 further observed that the central administration's omission of the developing regions reflected a short-sighted vision for internationalization. The comments below reflected some of the viewpoints mentioned above,

> The research based Faculties, such as Medicine, to some degree, Engineering and Science, they have a different outlook on how things are done... you find a very strong commitment in their international work to the ideals of working with the developing countries.

> We work in Africa which is not the President's priority for himself. But often it is for some of the Faculties.

> The university would like to have a focus in Asia and Latin America. We will and we do. But there are some regions that are excluded to a global strategy... one is Africa... I think that's short-sighted... we have to focus, but not to forget Africa.

Alumni Development

Alumni development was another key strategic initiative advocated by the central administration. Currently there are 170,000 University of Alberta alumni around the world, many of whom hold important positions in governments, research and education institutions, and industry in their home countries. Considering the tremendous number of foreign alumni and the great potential they had to contribute to the university's internationalization process, the participants agreed that great benefits could be accrued from working with a world-wide alumni network. For example, participant #16 (SM) indicated, "Our alumni get into influential positions... so there is a real advantage to have alumni involved. We try to coordinate our activities in terms of recruitment activities with

the activities of the alumni association. There's no better message agent for the university than its own alumni." Another senior administrator also described these benefits in the following quote,

> Alumni can help us with student recruitment. They can help us finding lost U of A alumni. They can help with co-op and internship replacement. They can ultimately help with fund raising and raising our university's profile.

As participants indicated, among the many benefits that could be accrued from alumni development, the most important ones included partnership-building with target institutions, relationship-building with foreign benefactors, international student recruitment, and financial gains for the university. Participant #4 noted that one University of Alberta alumnus had denoted seven million dollars to the university, which was the largest amount of donation ever made to the institution.

Student Exchanges

Data analysis suggested an consensus of opinions among the participants concerning the importance of student exchanges as a form of international activity. A positive finding revealed that faculty level administrators expressed a high level of support for and a keen interest in promoting student exchange activities. According to participant #1, 10% of Canadian students at the University of Alberta were presently participating in exchange programs. This indicated a significant increase of student participation comparing to the previous years.

Participant #18 (UAIP), a seasoned practitioner in student exchanges, commented that at the University of Alberta, exchange programs included a variety of activities, ranging from international community services, study abroad programs, to opportunities for volunteer work abroad. This participant claimed that these exchange activities not only provided Canadian students a tremendous opportunity to gain international experience, but also helped the institution build its international profile. He stated, "When we strategically discussed how we view education abroad and exchanges, we view them as an institutional tool, to do more than just student exchange. They can leverage all kinds of other benefits... for instance, something that is very important to the University of Alberta these days is profile."

Faculty Exchanges

Surprisingly, data analysis showed that among all participants only participant #6 (SM) emphasized the importance of staff mobility as a necessary component of internationalization process. This participant accentuated the crucial role faculty members played in the process of integrating an international dimension into the teaching, research and community service functions of higher education institutions as he asserted that, "Faculty exchanges are very important because these are academics who can go abroad, or academics who can come here to develop joint research. And that is the part of the globalization of knowledge."

Support Provision

The International Office - University of Alberta International

Senior level participants regarded the existence of an international office which supported and coordinated international activities at the institutional level as an essential element of the support structure for internationalization. These participants believed that, as internationalization gained more importance and became a major institutional undertaking, a new structure was needed to support the many international activities and initiatives across the campus. As a consequence, the existing international office - University of Alberta International (UAI) - undertook a restructuring process in order to develop and enhance its capacity to meet new challenges that arose in the internationalization arena. As the data analysis revealed, the restructure of UAI had resulted in changes in the following areas.

The Creation of Leadership for UAI

A major change to the existing structure of UAI was the creation of new and strong leadership for this office. In 1999, an Associate Vice President (International) was appointed to assume full responsibility for the implementation of internationalization initiatives at the institutional level. Concurrently, additional financial resources were allocated to UAI to facilitate its capacity-building process. Participant #13 (SM) described this form of the central support, "We put some money and investment in expanding what is now Alberta International which is the organization responsible for international activities on campus. It had a fair bit of financial support added to it. So it's more than double the size in the last three or four years which is a fair bit of growth."

Expansion of the International Office

As a support mechanism and centrally provided resource for internationalization initiatives, UAI received a broader mandate of internationalization and played a strategic part in the central administration's endeavor to internationalize the university. In order to effectively achieve its mandate, UAI expanded its organizational structure. As a result, this office had grown from the previous three units into four, with each assuming responsibility in one of the following areas: international relations, international projects and programs, student exchange programs, and international student services. The organizational diagrams (see Figures 5-1 and 5-2) represent the previous and present structures of the international office.

In terms of the specific function of the UAI, participants indicated that they ranged from providing advice and assistance to the senior administration and faculties to being the communication channel between these two levels. Participant #3 (UAIP) indicated that one of UAI's major functions was to assist faculties with their internationalization endeavor, "we work systematically through the Faculties to try to identify what areas of international strength they have. We are identifying who is interested, what capacity we have and where we have key strength... then we try to work with key faculty players, faculty members."

On the other hand, participant #17 (UAIP) emphasized the important role of the UAI in the promotion of communication between central administration and faculties,

"We have to be a bridge between Faculties and students and senior administration. We have to be able to understand what the needs of the Faculties are, what the needs of senior administration are, and how we can mesh those into a way where the needs can be met."

A summary of the participants' description of UAI's functions was as follows:

1. provides a wide variety of assistance and advice to senior administrators and to faculties undertaking international activities;
2. accommodates and facilitates central administrators and faculties with their endeavors to internationalize the university;
3. promotes the university to outside funding agencies, governments, universities;
4. promotes communications regarding internationalization issues between central administration and faculties as well as among various stakeholder groups;
5. works systematically with faculties and helping them identify key strength for international involvement;
6. acts as liaison with external communities and various stakeholder groups such as the governments in Canada and overseas, non-governmental-organizations, private sector, and industry.

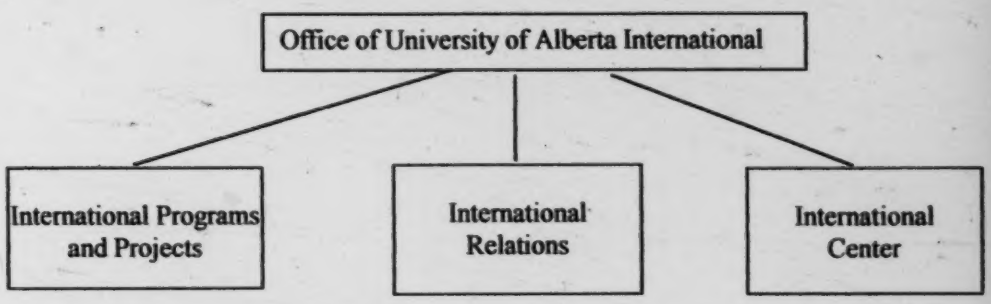


Figure 5-1: UAI's Previous Structure

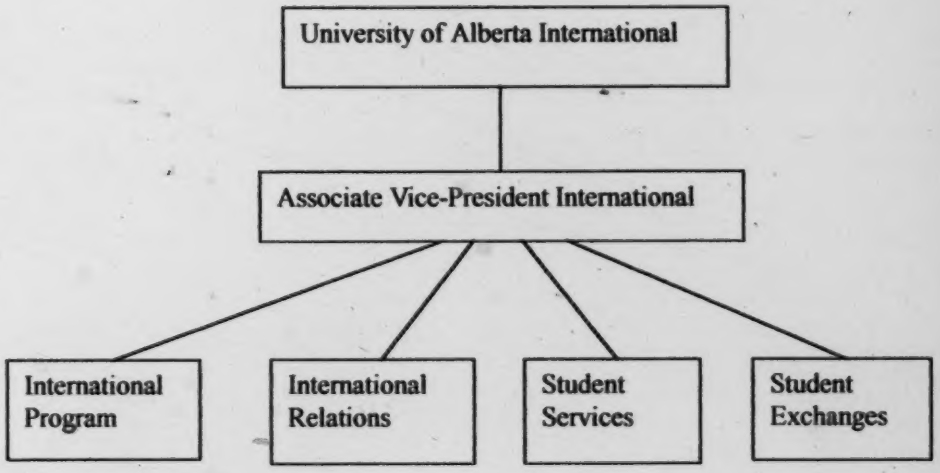


Figure 5-2: UAI's Current Structure

Participants' Comments on the International Office

A noticeable theme that emerged from the participants' responses was their positive reaction toward the central administration's decision of providing new leadership as well as financial support to the international office. Participants observed that, with its human and financial resources enhanced, UAI had demonstrated two positive outcomes. First, under the leadership of the Associate Vice-President International, the international office started to set a clear focus and mandate for internationalization; secondly, equipped with adequate personnel, it began to organize and to manage international activities in a more systematic and coherent way.

Furthermore, participants commented that as UAI's capacity increased, it began to draw more attention from many quarters of the university community with respect to the support, services and information it could provide for internationalization initiatives. While participants at both senior and faculty levels acknowledged that UAI played an important and strategic part in the university's plan to internationalize, faculty-level participants expressed an acute awareness of the potential international opportunities that UAI could offer. Also indicated by these participants was an increasing interest in cooperating and collaborating with UAI to explore opportunities of international work. The quotations below illustrated these feedback in general,

> The mandate of UAI didn't really exist before in a sense that we were operating in different spaces... there wasn't one mandate that we were all working towards. It was only since the AVP had come which is a year ago, that mandate has become clear.

> Things were running in a pretty ad hoc way because we hadn't got leadership at UAI. And now we have the AVP... to provide the level of confidence to the university.

> UAI is moving beyond its original mandate. They are moving into program planning and design development. I think that's a really strategic move. That's really what we need.

> The creation of UAI and the appointment of an Associate Vice-President. That's an adequate structure to push internationalization forward.

> We need to be aware of the services there and how to access them. So UAI can improve its services. They can communicate if they hear something that we need to do. I think we're starting to do it more effectively.

> I think there is a greater understanding in many areas of support in any way that UAI can give. People want to take on some initiatives. And more people are becoming cognizant of the central information and support.

Financial Support for Internationalization

> I think the key starting place is to have the resource in place, or at least the prospect of resource that will enable us to do this, because I don't think that you can do anything without having the tools to accomplish the task.
>
> Senior administrator

Participants of the study strongly agreed that adequate financial support was essential for the accomplishment of internationalization goals. Many of them stated that the importance of having sufficient funding to ensure successful implementation of internationalization initiatives could not be over-emphasized.

That said, however, participants noted that, at a time when the university was faced with budgetary constraints, internationalization was perceived to be a competing interest for scarce resources by many on the campus. Participant #3 (SM) illustrated the fiscal constraints faced by the university: "Financial support is a very difficult issue at a time when the budgets are tight, for the university and administration to give resources to new initiatives like internationalization when they are also involved in things like faculty retention and all the competing demands that there are." As such, many participants anticipated the university to encounter a certain level of difficulty when allocating resources to activities outside the scope of core academic areas.

Data analysis revealed that the central administration had made efforts to ensure that resources be provided to support selected international activities and faculty initiatives. The selected types of activities and initiatives usually included important yet under-funded areas such as international student recruitment, scholarships for international students, and a small pool of incentive funds for the faculty to participate in international undertakings. Participant #16 (SM) provided an example of how central administration allocated budget which helped his office to achieve the mandate of international student recruitment in the following quote,

> On the international recruitment field, I was relieved to see that the Vice-president Academic followed up with an infusion into my budget, to help with that challenge.

Similarly, individuals responsible for internationalization activities at the faculty level agreed that central administration had supported faculty initiatives through the provision of financial and human resources as well as useful services. However, their perception of the adequacy of such support differed. Among them, only one considered that his faculty received sufficient resources to carry out international program initiatives. Others, on the contrary, assessed central support to be rather inadequate for the implementation of internationalization initiatives in their faculties. They stated that for international programs and activities to progress and to succeed at the faculty level, a broader range of more sophisticated services must be made available and accessible at the university level.

Incentives

> The key thing is to think of incentives for professors to participate... I think it has to be incentives.
>
> Dean

The majority of interviewees believed that, because it was of crucial importance to having a critical mass of faculty to support and to participate in the internationalization process, the university must use incentives to encourage faculty involvement in international activities. The participants suggested that professional recognition and financial assistance were two effective forms of incentives.

At the central level, the importance of professional recognition was recognized by senior administrators. Nonetheless, they anticipated considerable difficulty in providing recognition for faculty involvement in international work due to the academic culture and the values to which the university adhered. These participants pointed out, as a research-based university, the University of Alberta placed more importance and value on research and teaching activities in the evaluation procedure for academic performance. Consequently, faculty efforts and accomplishment in international involvement received little recognition. Participant #6's (SM) comment illustrated this situation,

> There is no incentives currently to faculty and their evaluations to

> participate in anything international unless that international activities lead to journal articles or publications.

Notwithstanding these challenges, it was positive to note that central administration had made an effort to provide financial assistance to encourage faculty involvement in the university's endeavors to internationalize. This central effort was recalled by participant #3 (SM),

> We are trying to create incentives fund that will give faculty members the opportunities to have some seed funding to go out and look at things.

At the faculty level, participants perceived the traditional criteria for promotion and tenure to be an obstacle which adversely affected the progress of international activities and programs. Participant #14 (FLP), while asserting the value and importance of international development work, urged the institution to bring changes to the existing evaluation criteria. She stated: "You need to have a recognition that a grant for development work, which is equivalent to grant for research, that a publication is a publication and it really doesn't matter whether it's out of research or out of development work. So you can write a publication on the collaborative process and that would count as much as a research publication. That's what is needed."

Policies

> There have been various statements and documents written. But we haven't put them all together in one policy.
>
> Senior administrator

> What we need is more policies that say 'this is the types of things we will support'.
>
> UAI participant

When asked about whether there were explicit references to internationalization in the university's overall policies or mission statement, only three participants made a reference to the university's business plan for internationalization that was being developed by the University of Alberta International.

Some responses from the participants suggested a greater concern for specific policies regarding implementation and monitoring of internationalization activities than for a general international policy statement. Nonetheless, faculty level participants

believed that it was necessary for the University of Alberta to develop an institutional policy which provided clear guidance to international undertakings as well as identified the specific types of international programs. Some lamented the absence of such a policy, considering it a necessary measure for maintaining a central focus on internationalization.

Analysis of the central administrators' responses to the question concerning internationalization policies revealed that they were aware of the absence of an unified internationalization policy at the University of Alberta. They also seemed to be influenced by the urgings from different quarters to develop relevant policies and to initiate appropriate planning. Participant #13's (SM) response reflected this view of central administration, "There have been various statements and documents written. But we haven't put them all together in one policy. We probably need to pull it all together... we get a feel for it, but we haven't articulated it. I think the campus community wants it now. They are waiting for us. So we need to do it."

Changes to the Policy Procedures

Data analysis concerning internationalization policies indicated that the university had recently adopted changes to policy procedures in three areas. These areas included English language requirements for international students, international admission procedures, and an increase of tuition fees for international undergraduate students (see page 16).

Existing English Language Requirements

According to participant #15, an officer responsible for admissions of international graduate students, prior to the change to the language requirements, the Faculty of Graduate Studies and Research (FGSR) offered three options for international students to fulfill the English language requirements. They were Test of English as a Foreign Language (TOEFL), Michigan English Language Assessment Battery (MELAB), and the International English Language Testing System (IELTS).

Alternate Option for Meeting the English Language Requirement

In March 1996, the FGSR Council approved the proposal for an intensive English language course entitled *Preparing for Graduate Studies* (ESL 550). This proposal was

made by the English Language Program (ELP) at the Faculty of Extension. The purpose of the new course was to provide an alternate method of satisfying the existing English language admission requirement of either a minimum 550 TOEFL or 85 MELAB score. With the implementation of ESL 550, "the university will be able to accommodate international applicants who, in every way except English language competency, meet the department and FGSR minimum admission requirements." (University of Alberta Calendar, 1998, p. 38)

Participant #8 also indicated that, in parallel with *Preparing for Graduate Studies*, the ELP had submitted another proposal to the FGSR Council for an intensive English course at the undergraduate level. If approved, the ELP will offer this course to provide English language training to international applicants who have a TOEFL score of 530 or lower in preparation for their undergraduate studies at the University of Alberta.

Existing Admission Procedures

According to participants #9 and #15, in terms of admission procedures, a single point of contact for information and assistance was available at both the undergraduate and graduate levels. Tracking systems for monitoring the progress of applicants were also being developed at the Registrar's office and the FGSR. A rolling admission process with multiple entry points existed only for international graduate students.

Alternate Admission Procedures and Initiatives for International Applicants

The Registrar's office proposed two major changes to the existing admission procedures in order to allow a greater flexibility for international admission. The first change of procedures involved the use of the Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE) which aimed to enable all international applicants to meet the admission requirements. The second change targeted to accommodate applicants from countries which used the British educational system by admitting those at O levels of academic standing. Finally, the Registrar's office employed an international credential evaluator to assess the academic qualifications of the international applicants.

Implementation

Data analysis revealed that the implementation of internationalization initiatives

took place at three levels: the university, faculties and departments, and individuals.

At the university level, the responsibility of implementing internationalization initiatives was shared among several major offices: University of Alberta International, the Registrar's office, Faculty of Graduate Studies and Research, Alumni Affairs, and the Development Office. These offices assumed responsibilities in different areas of internationalization in accordance with their unique strengths and expertise. For example, UAI, as a central international office, coordinated and monitored general international activities at the university level, the Registrar's office and FGSR were mainly responsible for international recruitment, Alumni Affairs maintained a database of alumni world-wide, and the Development Office cultivated and promoted relationships with international benefactors.

At the second level of implementation, faculties and departments played a vital part in helping the university to achieve its internationalization agenda by infusing an international dimension into research projects, curriculum development and program structures. Participants stressed that implementation of internationalization initiatives at the faculty and departmental level had a critical impact on whether the institution could successfully achieve its internationalization mandate. The critical role of the Deans and Chairs were particularly illustrated in the following quotations,

> What you have to build politically within the organization is a critical mass of sympathizers or supporters that twill carry that message of internationalization. It's really critical to get a couple of Chairs and Deans on board and sympathetic and supportive.

> This university is run by the Deans... the Deans are work horses. They have the professors. It's grassroots. Now without the Deans' support, policies usually can't be carried out.

The third level of implementation took place among individual faculty members. Participants acknowledged that because faculty members had valuable international expertise and personal connections with scholars and institutions abroad, their participation in the internationalization process was instrumental and indispensable. Participant #13 (SM) described the important role of faculty members, "An international initiative often is originated within the departments. Again it goes back to the faculty, people who know the issues. They are the ones who are most likely to get enthused... A

lot of it comes from the other end, people who are involved, not from the top down." Similarly, participant #10 (D) also emphasized the importance of individual linkages as well as the professors' contributions to the internationalization process, "The institutional agreements are ultimately driven by the strength of personal linkages. You can sign as many paper relationships as you like, but unless they are people to people interaction, nothing will happen."

Implementation Model

Analysis of the strategies for implementation of internationalization initiatives revealed that the University of Alberta's model combined both top-down and bottom-up approaches. That is, at one level, the University's implementation strategy reflected centralized characteristics which included a central agenda, a strong central international office as well as university-wide networks for cooperation and mobility which aimed to accommodate the faculties. At another level, the institution gave space to initiatives at the faculty level, allowed for decentralized facilities and diverse networks which marked the characteristics of a decentralized approach.

Another characteristic of the University of Alberta's implementation model was related to the distinct roles of central administration and faculties as well as the relationship between them. While senior administrators considered leadership influence and grassroots initiatives as two equally important elements of successful implementation, they perceived the relationship between them from a slightly different perspective. Participant #13 (SM) saw "the role of senior administration is to push the boundary of the basic instinct and enthusiasm for internationalization... at another level, when it comes to either research or exchange programs, usually it happens more at the faculty level". Therefore, according to this participant, the role of central leadership was to reinforce an international agenda, whereas faculties and departments played an important role in carrying out central initiatives. Participant #6 (SM), on the other hand, attached greater importance to the interrelated and interdependent relationship between players at the central and faculty levels as he indicated: "There is a high degree of decentralization at the university. There's a certain amount of leadership that can be taken by the central administration. There's a certain amount of funding and project support.

But this is something that has to be not only top down, but also bottom up... it needs forces to be working on both sides... the leadership of the President is absolutely crucial... but at the same time, you need support from the deans and down to the departments to the students. I think that kind of support and commitment is very important. It wouldn't work without the leadership of the President on the one hand, or without the support of the deans or others." Nonetheless, both participants maintained that successful implementation of internationalization initiatives requires a good balance of centralization and decentralization.

Funding Sources

The question addressing funding sources aimed to discover how the University of Alberta financed internationalization activities at the institutional and faculty levels.

Comments from the participants revealed that, as a result of the government cutbacks of support for higher education, the University of Alberta was actively seeking diverse external funding sources to finance international programs and activities. The primary sources being targeted were government funding, fees from full paying international students, national and international funding bodies, as well as foreign foundations. A list of major funding sources provided by participants included the following: Canadian International Development Agency, International Development Research, World Bank, Asian Development Bank, Inter-America Development Bank. Other funding sources identified include grants provided by Canadian and foreign governments (e.g., higher education mobility grants offered by HRDC, grant from the Austrian government for the Austrian and Central European Studies Center). Participant #3 also indicated that the institution would likely pursue commercial initiatives in the future.

Comments from the faculty administrators revealed that faculties were also actively pursuing external funding in order to achieve their internationalization initiatives. Some faculties, in addition to seeking funds from the same major funding bodies as sought by the university, tried to obtain financial support from local communities and private funding agencies in the US (e.g., Bill Gates Microsoft).

Summary

Semi-structured interviews were conducted with 18 participants at the University of Alberta. These participants were senior administrators, deans, international education practitioners, and faculty level participants who held responsibilities for internationalization. The purpose of the interviews was twofold. First, they were used to gain first hand knowledge of the organizational strategies for internationalization employed by the University of Alberta. Second, they were used to identify the issues and challenges that emerged in the University's internationalization process. Furthermore, since it was expected that the respondents would see internationalization from divergent viewpoints and would approach international activities from somewhat distinct orientations, the interviews were designed to obtain a comprehensive picture of viewpoints and perceptions on the part of the various groups.

When asked about the meaning of internationalization, participants provided personal definitions. These definitions included: internationalization is a process, internationalization are activities, and internationalization is a measure of international standards of recognition. According to the perception of the participants, the most important rationales for internationalization related to liberal education philosophy, social transformation orientation, increase of institutional profile and economic competitiveness, as well as income generation. These rationales closely matched the stated goals of internationalization.

With respect to the organizational strategies for internationalization, participants indicated that the University of Alberta had taken initiatives in the following areas:

1. Identifying key internationalization initiatives which included: recruitment of international students; international partnership-building; student and faculty exchanges; international alumni development; international benefactors; educational joint ventures; geographical priorities; and international undergraduate tuition increase.
2. Support provision: The University expanded and strengthened the existing international office (UAI) through the creation of new leadership and provision of financial support to this unit. It provided financial support for selected international activities and faculty initiatives, as well as incentives to encourage faculty

involvement in internationalization.

3. Policy development: The University was in the process of developing a unified and comprehensive institutional policy for internationalization. It had developed and implemented operational level policies to guide specific international activities.
4. Implementation: Implementation of internationalization initiatives took place at the university, faculty and department, and individual levels. The model for implementation reflected both top-down and bottom-up approaches.

CHAPTER VI – FINDINGS FROM THE INTERVIEWS ORGANIZATIONAL FACTORS, ISSUES AND CHALLENGES

Introduction

As indicated in Chapter V, this chapter continues to report findings related to influential organizational factors as well as issues and challenges that emerged in the internationalization process at the University of Alberta. Overall, organizational factors that interviewees opined were influential in the internationalization process can be categorized into two groups: (a) positive factors that were important for the integration of an international dimension into the university, and (b) hindering factors that posed obstacles to institutional initiatives to internationalizing the campus.

Positive Organizational Factors

Leadership Commitment and Support

When asked about the most important factor that influenced the internationalization process at the University of Alberta, consensus emerged as most participants agreed that the President's vision of and support for internationalization were most instrumental in making internationalization an institutional priority. However, participant #5 (UAIP) noted that a true driving force behind the President's initiative was the support from the board of governors as she recalled: "The board of governors indicated to the President that ensuring the University of Alberta to have an international profile was something that they considered to be extremely important when he was hired." This comment indicated that, since the board of governors considered the establishment of an international profile to be extremely important for the University, they encouraged the president to pursue a higher level of internationalization and provided him with a high level of support to achieve this goal.

Participants commented that the commitment expressed by the President had a tremendous impact on the campus community and markedly influenced the Deans to give more credence to the meaning and importance of internationalization, and moreover, to consider courses of actions to achieve internationalization objectives. The leadership influence exerted by the President was described by participants #5 (UAIP) ant #14 (FLP) respectively,

> Having the President say that internationalization is a key strategic initiative has really been a driving force, in fact for the deans to think about what that means for the Faculties and take action. So that's a really important factor.

> President Fraser's identification of internationalization as a strategic goal of the university has been instrumental. I think within our faculty because some of our faculty wanted to move in that direction before that happened, but we didn't have our administration support from our dean. When it became a key strategic direction of the university, then our dean said "maybe it's time we do this."

Participant #1 (UAIP) also commented that a strong central leadership support for internationalization had brought several positive changes to the University. These changes were visible in the following areas: (a) the campus became more internationally oriented, (b) faculties were more cognizant of the strategic importance of international activities, and (c) academics were more interested in being involved in internationalization-related activities.

Support of the Faculties and Departments

Equally important as the leadership commitment was the expressed acceptance of and support for internationalization by faculty-level administrators as a university priority. A majority of the participants agreed that the Deans and Chairs played a critical role in enabling the institution to achieve sustainable internationalization. The following quotations represented these viewpoints,

> What you have to build politically within the organization is a critical mass of sympathizers or supporters that will carry the message of internationalization. It's really critical to get a couple of Chairs and Deans on board.

> Because part of the problem is that faculties are operational and that you can negotiate centrally agreements, but unless the faculties initiate, nothing will happen. The central administration has no academic resources, they don't have students. It's the 17 faculties that have.

With respect to the level of support and enthusiasm at the faculty level, participant #5 (UAIP) recalled that "I find a high level of support for internationalization. I find a lot of interest. I would say that faculties have their own strategic plans and priorities." This positive response was substantiated by participant #13 (SM) who stated: "I found that the

majorities of Deans believe internationalization is fundamental... there are very few Faculties that would not have an intense interest and participation in internationalization."

Interest and Expertise of Faculty Members

In consistency with the previous findings which confirmed the significant role of individuals in the internationalization process, participants agreed that the institutional priority could not be accomplished without the support and expertise of a critical mass of faculty members. Participant #3 (UAIP) was unequivocal about the indispensable role of the faculty members: "In an academic institution, you have to have a critical mass of people both in terms of technical expertise and commitment. If there is not somebody who is going to carry the task in the particular faculty, or a group of people who have particular interest in doing it... we will not have the success." His view was supported by participant #13 (SM) who observed: "In positive terms, there is good will on the part of the faculty. There is a tremendous amount of expertise. Give me practically any country in the world, we will have something because we are a big university, we have people who know it, who have studied it, who have lived there, who have friends or contacts there. And that means you can turn to the expertise of the faculty even if you don't have it."

A Central International Office

Participants pointed out that the last factor which ensured a sustainable and institutionalized approach to internationalization was the office of the University of Alberta International. While senior administrators indicated that they relied on UAI for strategic advice and relationship-building with the faculties, Deans and faculty-level participants agreed that UAI had made significant contributions to the university's internationalization process. Participant #11 (D) commented: "I think a lot of internationalization happens because of Alberta International." Participant #14 (FLP) added: "We have got some help for the proposal development and in terms of the budgeting process. It is very helpful to me and saves me tremendous amount of time".

Hindering Organizational Factors

Lack of Financial Resources

A strong consensus became evident as the majority of interviewees referred to the lack of financial resources as a factor which hindered the university's effort to internationalize. The participants indicated that, as the financial support from the provincial government diminished, the University must carefully allocate resources to essential areas of its operation. As a result, despite the strategic emphasis on internationalization, the University was unable to provide sufficient funds needed for international activities.

According to the participants, the lack of funds for specific initiatives had a negative impact particularly on internationalization initiatives at the faculty level. One recurring theme emerged from participants' comments was related to the difficulty faculties encountered when pursuing an internationalization agenda with a limited budget. The following comments by a senior administrator and two Deans indicated how a lack of resources created a barrier to internationalization endeavors within the faculties,

> We can't squeeze out of the existing resources. We don't have any surplus, energy or money in the Faculty... We don't have that international budget for new initiatives. That's the problem when you don't have any free money to be as creative as we need to be, and to be adaptive to changes.

> There is not a lot of money to do a lot of things. Many Faculties and departments don't have all the resources they need to do things that they have to do.

> In terms of support, there is a lot of moral support. But not necessarily much financial support... It clearly is a problem because there's no free lunch.

Lack of Human Resources

Concurrently, due to financial austerity, faculties found themselves incapable of building and sustaining human capacity necessary for achieving their vision of internationalization. Participant #9 (FLP) provided an example in which the lacking personnel created considerable difficulty for the recruitment task. This participant recalled, "one of the things we have to really look at, if we are going to focus on international, is to have someone in the Registrar's office who has a strictly international recruitment focus. But we don't have anybody like that." Participant #5 (UAIP) also

stated her observation: "I know a Faculty which has a lot of direction and vision and will to do international things, but internally there is not the bodies to do it. They are too strained... they don't have the people to do the things they like to do." All these indicated that a shortage of human resource was a major impediment which hampered the faculties' efforts to accomplish their internationalization goals and initiatives.

Changing Faculty Demographics

A significant contributor to the human resources problem was related to the change of faculty demographics. Two UAI participants indicated that a large cohort of faculty members at the University of Alberta were senior academics. This cohort of academics not only had international expertise and reputation, but also were highly supportive of internationalization initiatives. However, the capacity of these academics to contribute to internationalization activities was significantly restricted by two factors. The first factors related to their age profile. Since many of them are between 50 and 65 years of age, these academics were fast approaching retirement. Furthermore, when the University introduced a generous early-retirement package, a significant proportion of this cohort opted for early retirement. The second factor concerned the increasing workload of the senior academics who remained with the University. While these academics often found themselves struggling with heavier teaching responsibilities, they could hardly have the time to be involved in international work. A UAI participant described how the retirement of experienced and skilled academics, as well as heavy academic and administrative responsibilities facing faculty members weakened the university's vigor to internationalize,

> It's people at the end of their careers who had the leeway to do international work... but we retire these people. Then the people who are in the middle group have to take on a huge burden of administration and mentoring to bring their young professors up to the speed. So we've lost capacity in our own university to have people doing international work.

Although the retirement of senior academics could be remedied by the replacement appointments of young, competent, and internationally-minded faculty members, another set of problems arose. As indicated by the participants, although young faculty members had the potential to revitalize the internationalization process, their contribution would not be immediately visible because of two obstacles: (a) in most

faculties, young faculty were expected to focus on their primary academic responsibilities (e.g., teaching and research); (b) as they struggled to meet the heavy academic duties, they would need time to develop international expertise and experience. This situation was described by two UAI participants respectively,

> The deans will tell you that their new faculty members must focus on their career, first and foremost. You got to get your publications down, your research in place. At the same time, you got to be preparing your courses, and dealing with students, sitting on the committees until you get your tenure and even beyond. The deans will dissuade their young professors from doing international work.

> A lot of new scholars we brought in, by the nature of their education, they are quite international. And they would be good people to do international work. But the irony is that they are the ones who are under the most pressure to publish because they are building up their academic records.

The combination of the retirement of senior academics and lacking expertise and experience among young faculty members added another challenge to the human resources issue within faculties.

Lack of Financial Incentives

It is obvious that a pressing issue raised by a majority of participants pertained to the provision of financial incentives to faculty members who assumed responsibility for international projects or international activities. The most frequently cited issues related to financial support for specific internationalization initiatives or for maintaining financial viability of overall internationalization efforts at the faculty level. Participant #7 (D) recalled: "There is enough acceptance of the great importance of internationalization ... The reluctance now is that people are feeling that there is no more resources squeezed out of the already over-worked staff. That may be one of the most difficult obstacles to internationalization". Participant #1 (UAIP) also commented that "there are no resources made either specific for China or for most of these internationalization endeavors. So what is the currency that people are dealing with? By and large, the currency that people are dealing with is their time and interest because there is no money to act as this currency". These comments indicated that the financial retrenchment facing the faculties posed a great barrier to their internationalization initiatives.

Lack of Professional Recognition

A similar issue identified by the participants concerned the lack of recognition and reward for international expertise and accomplishment. Participants noted that a dominant academic belief at the University of Alberta placed great emphasis upon research and teaching activities. Many considered that research and teaching had the most importance and value, and would bring faculty rewards in terms of salary increase, tenure and promotion. Participation in international projects, on the other hand, was not considered as scholarly work and was given little or no value when tenure and promotion were considered.

This lack of recognition for international accomplishments created a tremendous barrier for academics who desired to participate in international undertakings. It posed a problem particularly to those who were working toward tenure promotion or who had suffered in their careers because of their involvement in international projects. Accordingly, untenured faculty members would likely make internationalization a low priority and would be reluctant to assume internationalization-related responsibilities. Participant #14 (FLP) illustrated the dilemma of young academics by indicating that "newer faculty who do not have tenure, who are trying for promotion are not really interested in participating in any big way with international types of things because they perceive as perhaps it works against them in terms of tenure promotion." Participants agreed that the lack of participation from capable and internationally-oriented faculty members weakened the institution's strength to internationalize itself.

Attitudinal Factors

Also mentioned by the participants as a negative factor was a general non-supportive attitude toward internationalization. Participants observed that, within the local and university communities, a disapproving mentality existed as a result of two misconceptions: (a) internationalization is a competing interest and (b) internationalization will not benefit the domestic students.

Internationalization as a Competing Interest

> The University is struggling so hard just to maintain current operations. There are no energy and money for new initiatives.
>
> Dean

Participants noted that, at a time when the University of Alberta was faced with severe funding reductions, it had little energy and resources for new initiatives. Within the local community and University, there was a general concern that internationalization was a competing interest which demanded scarce resources necessary for the operation of the University's core functions. Senior level participants #2 and #6 recalled respectively,

> We have come through a period of very tightly controlled finances at the university. So people have been concerned about how much money is being spent on internationalization activities.

> Many faculties and departments don't have all the resources they need to do things that they have to do. So people are worried about the cost of something like the University of Alberta International or International activities in general.

Participant #5 (UAIP) demonstrated an awareness of the fiscal restriction faced by the faculties as well as an understanding of their reluctance to be involved in internationalization undertakings. However, this participant disagreed to the perception of internationalization as a competing interest in resource allocation. Believing that internationalization would ultimately benefit the university as a whole, this participant implored faculties to accept internationalization as an institutional priority as she hoped the Deans to realize that "rather than a competing interest, the international office is assisting; and instead of trying to get the money into the little pieces into their own faculties, they could bring more value to having a centralized fund that is used systematically and not in an ad-hoc way." Participant #5 also asserted that, to achieve internationalization as an institutional goal, all concerned parties must collaborate with one another especially in terms of budgetary management.

Public Perception of International Students

> "People were initially concerned that a place in the program for an international student will displace a place for an Albertan or Canadian."
>
> Senior administrator

During the interviews, participants provided interesting commentary on the public perceptions of the international students. Since the University viewed the presence of

international students as an important component of internationalization, it was committed to having a bigger international population on the campus. However, as the international presence became increasingly noticeable, stakeholder groups both internal and external to the University were concerned for the educational opportunities for the domestic students. Although a minor theme, this type of misconception and misunderstanding deserves serious attention of the advocates of internationalization as it reflects a need to increase awareness and support for internationalization and to correct misunderstandings.

Organizational Diversity

> The negative factor is that the university is so big and decentralized, it's just very hard to give all of them the same direction... It's tough to move something as big as international across a huge campus.
>
> Senior administrator

A further contributor to the problems in the internationalization process was the great diversity found in the institution. As a large post-secondary institution, the University of Alberta has 16 faculties and a great many departments and centers. As participants noted, the range of subject matters covered by these faculties, departments and centers were enormous, and each faculty pursued a differing set of goals and priorities in accordance with its strengths, values and priorities. Participant #1 (UAIP) described the problem as "there seems to be many opinions... and every one has an individual interest as well as a group or groups' interest." The diversity of goals and characteristics of the faculties, coupled with the considerable power and autonomy commended by the Deans, made it difficult for the University to establish an intellectual common-ground and to pursue an unified institutional goal such as internationalization.

Lack of Communication

> The President keeps on talking about internationalizing the faculties. What does that really mean? We are wrestling with that.
>
> Dean

Another theme emerged from the interview data concerned the lack of communication between senior administration and faculties with respect to internationalization agenda and initiatives. Several participants noted that, while it was

essential for the central administration to gain support from the campus community for internationalization, it must make sufficient effort to ensure that the internationalization agenda and initiatives be clearly understood by the university community. Participant #3 (UAIP) emphasized the crucial role of communication,

> The broad mandate is set by the board of governors and the president. If we are going to institutionalize internationalization into the academic interest of the institution, then we got to get right down into the academic body. We have to keep taking that message into the communication.

However, participants' critical responses indicated that such communication effort was lacking at the central level. As a result, a certain level of misunderstanding and confusion existed across the campus with respect to the meaning of internationalization and strategies intended to achieve its goals.

Internationalization Issues and Challenges

This section reports on the findings relating to the issues that interviewees perceived to be challenging to the internationalization process at the University of Alberta. Data analysis indicated that, according to a majority of participants, the most challenging issue for the institution as well as faculties was the lack of financial resources for internationalization initiatives. The most frequently cited issues concerned a lack of funds for specific initiatives at the faculty level and were presented in the following excerpts,

> The Faculties don't have the resources to buy off time for the academics and they don't have the people to replace them. So those academics are carrying too much load. So that's a huge issue.

> Very few Faculties have an international office and that's not the emphasis because of lack of resources.

> We all realized that the resources that were provided to us were not adequate to do the recruitment job properly. As a consequence, one of the challenges is to figure out how to put the resources in place that will enable us to do this more aggressively and more effectively.

Internationalization Related Challenges

Resource Allocation for International Activities

Proper allocation of financial resources to support international initiatives remained to be a key issue facing the central administrators. According to participant #3

(UAIP), a great challenge was related to gaining political support from various interest groups for appropriate resource allocation to international activities. This participant indicated, "... resource allocation is a real tough negotiation process. So what you have to do is not just make a good case, you have to win political allies. People have to see benefits... the Faculties are clients in a sense, but if we are not providing them with a service, they are not going to support us in terms of sharing internal organizational pie." Although anticipating a certain degree of difficulty, this participant believed that such political support was achievable if the University (a) ensured that the campus community had a clear understanding of the potential benefit of internationalization, and (b) provided adequate assistance to internationalization endeavor at the faculty level (e.g., provision of excellent services).

Problems in Recruitment

The participants identified that the lack of financial support and human resources to be the biggest obstacles to the recruitment initiative at the University of Alberta. As such, recruitment of both undergraduate and graduate students suffered due to a lack of funds. For example, with limited resources, the Registrar's office was unable to participate in international fairs nor to employ staff to concentrate on recruitment initiatives. Furthermore, even with a centralized approach to recruitment, the Registrar's office found it a significant challenge to organize the recruitment activities in a concentrated and systematic manner.

At the graduate level, the FGSR was faced with similar problems and thus used a reactive rather than proactive approach to recruitment. An additional problem facing FGSR's recruitment effort was caused by its decentralized approach for international recruitment. Participant #15 (FLP) described the recruitment problem caused by the use of a decentralized approach, "Everybody has their directives as to where they feel we should be recruiting students. We all have different goals... I think international recruitment is individual to every Faculty and every Department. The President has his initiatives for recruitment. The University of Alberta International has a different perspective too." When individual faculties and departments held diverse perspectives and pursued different directions to the recruitment task, they found it problematic to

collaborate with each other. This increased the level of difficulty to international recruitment.

Academic Reward System

Issues relating to the faculty evaluation procedures constituted another key theme regarding the challenges facing the institution. Participants' comments revealed that they considered the current evaluation criteria at the University of Alberta to be problematic and furthermore, would likely restrict faculty participation in international undertakings. However, although participants advocated changes to the existing evaluation procedures, they cautioned that such changes would be difficult to bring forth because they must involve various decision-making bodies which "hold very different views of this issue." The following quotes represented these perspectives:

> A real weakness we have, like most universities, is that the stunted measurement of academic performance does not in many ways give credit to people doing international work.

> Unfortunately, what happens is that international work usually falls into community service. Unless it is collaborative research project, community service is something that doesn't count very much in terms of those three criteria.

> That means you're going to change the policy because as far in the evaluation of a professor on an annual basis... unless you have a new category for international activity, it would be a low priority.

> There are not incentives for academics to get involved in internationalization which is a barrier for us... The senior administration would like to do that. But you are dealing with a complex and touchy issue which is the issue of evaluations. This involves the Faculty Association; it involves the Senate and GFC.

Internationalization Related Issues

Communication Issues

> I don't really understand why the President's office has decided to target China. Perhaps it is because it has such incredible potential... but it's never been explained to me.
>
> Faculty level participant

Communication was an issue identified primarily by Deans, UAI and faculty level

participants. While Deans and faculty level participants expressed a need to acquire a clear understanding of the central initiatives for internationalization, they called for more effective communication from the central administration. Two UAI participants, while assessing communication between central administration and faculties to be inadequate and ineffectual, observed that the central administrators' communication style had caused confusion on the campus with respect to their vision of internationalization and related initiatives. Participant #18 (UAIP) articulated his observation, "The President's communication style has caused some misunderstanding with respect to his vision, initiatives and geographic emphasis," and "there hasn't been enough dialogue on the campus about the internationalization process... we have not, with everything we do, built it in so there is an on-going dialogue between the community of people that have interest in internationalizing the University."

These critical comments on the communication issue demand serious attention of the central administrators if they plan to involve the campus community in the internationalization process. As the UAI participants pointed out, "if we're going to institutionalize internationalization into the academic interest of the institution, then we got to get right down into the academic body. We have to keep taking that message into the community." Central administration must engage the campus community in a mutual and on-going dialogue in order for the campus to accept internationalization as a common goal as well as to develop effective internationalization strategies.

Tension between Central Administration and Faculties

> The President has his agenda that probably has been cleared with or through the Board of Governors. And then the deans have their own agendas... there hasn't been yet an articulation on campus that has included all the major international players as to what the goals are and should be and what are the strategies to achieve that.
>
> UAI participant

The importance of institutional leadership for successful internationalization had been reported in an earlier section. However, according to the interviewees, despite the tremendous need for leadership support, tension existed between the central administration and the faculties in two areas. The first aspect of tension was exhibited

between the provision of central leadership and the autonomy and independence insisted by the faculties. Participant 18 (UAIP) commented that "the President views himself as the sole representative of the community... it doesn't work with this university. We are too big. The Deans commend considerable power... you can't tell them to do so much." Participant #4 (FLP) also recognized the power of the Deans, "this University is run by the Deans. It's not run by the President... Now without the Deans' support, policies usually cannot be carried out. The Deans are the key people are campus."

Participants agreed that, although leadership support was a crucial factor which made a positive impact on the internationalization process, it was by no means equated with autocratic management. Therefore, if the central administration desired to achieve internationalization, it must take faculty independence and autonomy into consideration and maintain a fine balance between the central authority and faculty cooperation when promoting an internationalization agenda. Participant #10 (D) elaborated why it was important to remain a fine balance between the central administration and the faculties in order for the internationalization to progress, "At the university level, since they (senior management) are not operational, they are more administrative. For them it means signing agreements and Memoranda of understandings, etc. For us, operationally it means build it into our curriculum, build it into program structure... so centrally it means the signing of the agreements and linkages and leaving the operational end of it to Faculties to actually give life to what is otherwise a paper document."

Tension between central leadership and faculties occurred also due to a lack of financial resources. The participants observed that, although central administration had expressed a strong commitment to internationalization and, to some extent, influenced the campus to work towards an internationalization goal, it had not been able to prevent the friction with faculties which was caused by inadequate financial support. UAI participants made the following observations,

> President talks a lot about internationalization and how important it is. He believes it and he himself is doing things... But there are not the resources to match that. That's the example of the tension.

> An influential organizational factor is a strong strategic leadership from the top. It's necessary but not sufficient element in the process.

One finding emerging from the data analysis was that tension existed between the senior administrators who saw the urgency for the institution to internationalize and the university community which held fast to traditional academic values and resisted the notion of globalization and relevant new initiatives. Participant #1 (UAIP) perceived that "the conflict isn't between the Deans and the President. The conflict is in their philosophies and strategies." Participant #7 (Dean) also noted that differing approaches to internationalization was the cause of tension within his faculty, "There is the usual reluctance at our unit to become business-like when dealing with the world. So that's certainly one of the first obstacles to overcome." Participants agreed that the major cause of friction was the economic orientation pursued by the central administration. They perceived that this tension could be a significant impediment to internationalization.

Institutionalization of Internationalization

As the data analysis revealed, the issue of institutionalizing internationalization was perceived to have critical impact on the internationalization process. During the interviews, discussions arose concerning the strength of personal linkages which underlied and fortified many partnerships the University had with institutions in Canada and abroad. It was evident that participants considered linkages at the individual level were of critical importance because they formed the bases of relationships among institutions. Like other participants, participant #10 (D) placed much value on personal linkages,

> These things are ultimately driven by personal linkages. You can sign as many paper relationships as you like, but unless they are people to people interactions, nothing will happen.

Participant #18 (UAIP), while acknowledging that personal linkages were essential in relationship-building activities, argued that they were not reliable and sufficient for sustaining long-term institutional relationships. In his perception, one problem in the University's internationalization process was that "the institution and people at senior administration level have never institutionalized internationalization very well." As a result, "when one President goes and the next one comes, they look after their own interest... they want to have a whole new agenda." This participant suggested that, to

remedy this problem, the University must build personal linkages into institutional networks through systematic management of institutional agreements and projects. Furthermore, as a strong advocate for institutionalization of internationalization, participant #18 maintained that successful internationalization could only be achieved through the establishment of policy, procedures and infrastructures. He cautioned that, internationalization, if not institutionalized, would be likely changed from an institutional priority to a peripheral activity. If the senior administrators desired to integrate an international perspective into the major functions of the university, they must address issues of infrastructure development, support provision and organizational development as well as use a process-driven approach instead of an activity-based approach.

Evaluation Procedures

Participants expressed different views concerning the evaluation criteria for academic performance. Some participants held fast to the existing evaluation criteria, believing that a greater emphasis should be placed upon teaching, research and professional development. Participant #10 (D) was a representative of this view and asserted that international work should be recognized only when it led to visibly superior outcomes of research and teaching,

> If it (international work) results in enhanced teaching or increased research productivity, it will be recognized... It has to be linked to some observable outcomes that's relevant to performance which is teaching, research and professional development.

Others who held an opposing view of the current practice of professional evaluation perceived that the existing criteria would likely discourage academics from participating in internationalization-related activities, and therefore could impede the internationalization process. These participants argued that, if the University desired to make internationalization a true institutional priority, it must take international expertise and accomplishment into consideration when evaluating faculty members' professional performance. This perspective was illustrated by the following quotes,

> You're going to need to change the policy. Because in the evaluation of a professor on an annual basis, unless you have a new categories for international activity, it would be a low priority.

> One of the things that's really lacking at this university is recognition. Faculty are not recognized for their work internationally... so in some way, that recognition has to happen.
>
> The university doesn't recognize, through its tenure system and assessment of faculty, that international work is a priority.
>
> Measurement of academic performance does not give credit to people who are doing international work... If we are serious about internationalization, we have to look at changing some of the organizational measures.

Language Barriers

The language skills and foreign language acquisition were themes that emerged from the interview data. Analysis showed that at the central level, the acquisition of foreign languages was considered to be an important element of internationalization. According to the President, one objective of internationalization was to provide every University of Alberta student an opportunity to study and master a foreign language. This vision of central administration on foreign language acquisition was well received by some faculties. For example, participant #10 (D) indicated that language teaching/training was a strong emphasis at his faculty, "we have five language/culture streams for our undergraduate program. At any given time, 20% of our students are taking a language. We view that as internationalization." Participant #12 (D) also asserted that "We support internationalization through language training. We're providing opportunities for Albertan students to learn all languages and cultures of 22 different parts of the world."

Nonetheless, despite the fact that foreign language acquisition was given a strong emphasis by central administration and certain faculties, it remained to be a challenging issue facing academics and students in their effort to participate in international activities. As participant #14 (FLP) observed, one significant barrier to international development and study abroad programs, especially in the new priority regions such as Latin America, was the lack of language skills among the faculty members and students. This participant noted, "one of the issues we've got, and it's really a big issue for Latin America, is we don't have many faculty with good language ability in those areas."

Another challenging issue was related to the English language proficiency that was required of the international undergraduate students at the University of Alberta. Participants indicated that, in order to be admitted for undergraduate studies at the

University of Alberta, international applicants needed to demonstrate a higher level of English language skills than required by other institutions. Participant #13 (SM) observed: "We have much tougher standard than some American universities, for example, both in TOEFL and other requirements when the international students get here. So that's a barrier."

Furthermore, international students also needed to meet a higher standard of English language competency during their undergraduate studies at the University of Alberta. Some participants were concerned that the high standard of language requirements might be an intimidating challenge to international students/applicants whose first language was other than English. According to participant #8 (FLP): "There is one specific course called English 101 which doesn't seem to be designed for international clientele... now I think that's a real problem if you are trying to market a university like this to China. This is probably the major impediment to internationalization on this campus."

Summary

This chapter continued to report findings related to influential organizational factors as well as issues and challenges that emerged in the internationalization process at the University of Alberta. Positive organizational factors which supported the internationalization endeavor at the University of Alberta included: leadership commitment and support, support of the faculties and departments, interest and expertise of faculty members, and the central international office that managed and coordinated international activities at the institutional level. The major hindering factors were identified to include the following: lack of financial resources and human resources for overall internationalization, changing faculty demographics, lack of financial incentives and professional recognition for individual participation in internationalization, general public's misconception and misunderstanding of internationalization, organizational diversity, and the lack of communication between the central administration and the university community.

In terms of the issues and challenges, participants indicated that the following had emerged in the University of Alberta's internationalization process: resource allocation for international activities, problems in recruitment, academic reward system,

communication issues, tension between central administration and faculties, institutionalization of internationalization, evaluation procedures, and language barriers.

CHAPTER VII – DISCUSSION

Introduction

The purpose of Chapter VII is to discuss findings from interview and document analysis as reported in Chapter V and VI, and to examine them in the context of literature and results of previous research. Each specific research question is addressed separately and findings from the research are presented accordingly. Research findings are discussed in relation to each specific research question.

Purpose of the Study

The purpose of the study is to identify the organizational strategies currently employed by the policy-makers and senior administrators at the University of Alberta to integrate an international dimension into the major functions of the university. Specifically, the study concentrates on how the administrators at the University of Alberta promote and encourage internationalization initiatives and activities.

General Research Question

What are the organizational strategies employed by the senior administrators and policy-makers at the University of Alberta to achieve the internationalization goal?

Specific Research Question No.1

How is internationalization defined/interpreted at the University of Alberta?

Definition of Internationalization

> Even within the same university, we find that the concept of internationalization varies according to academic sector or discipline...
>
> Lemasson & Bond

Participants were asked to comment on the meaning of internationalization at the University of Alberta. Careful analysis of their responses reveals several important findings. The first finding relates to the multiple perspectives through which respondents define the term of internationalization. This supports Knight's assertion (1994) that internationalization means different things to different people. It further confirms that,

due to the pluralistic characteristics of universities, even within the same institution, a myriad meanings are assigned to internationalization in accordance to differing orientations, values and priorities (Lemasson & Bond, 1999).

A second finding is that, although participants were able to provide personal definitions of internationalization, they commented on the lack of a clear official definition at the university. The participants' comments support findings of an earlier study (Fruhbrodt, 1997) which reported that very few higher education institutions had provided an explicit definition of internationalization.

An analysis of the participants' personal definitions indicates that they attributed three meanings to internationalization. As most participants considered internationalization to be a process in which the University of Alberta infuses an international dimension into its teaching, research and service functions, they supported a process-oriented view of internationalization (Knight, 1993). This parallels the trend identified by earlier research which indicated that institutions had shifted from taking an activity-based orientation for internationalization to a process-driven approach (Knight, 1995; Knight, 2000).

Findings of the study also show that internationalization was defined in terms of specific activities that were perceived as the most important contributors to the internationalization process by participants as well as in the university's official documents. It should be noted that, although internationalization was not given a comprehensive and unified definition at the institutional level, it was described in terms of specific types of international activities in the official documents.

A third definition provided by participants concerns an international standard of recognition. Findings reveal that senior administrators placed great importance on the institution's attainment of a reputation for offering high quality education. With a determination of leading the university to becoming a world-class institution, senior administrators considered institutional attainment of an international standard of recognition to be an important definition of internationalization.

Rationales of Internationalization

> If it is true to say that every discipline or academic sector has its own approach to internationalization, then we may also say that the rationale

for internationalization in each academic sector is distinct.

Lemasson & Bond, 1999

It has been noted in the literature that the importance of having an explicit statement of the rationale for internationalization cannot be over-emphasized (Knight, 1999). A significant finding of the study reveals that the rationales for internationalizing a university can be many and diverse depending on the range of disciplinary fields and specializations being operated within the institution (Knight, 1997; Lemasson & Bond, 1999; Knight, 1999). However, closely linked to each other, these rationales can be either complementary or contradictory depending on the interests of various stakeholder groups (Knight, 1999). Findings reveal that, at the University of Alberta, there are three distinct drivers for its endeavor to internationalize. They are a liberal rationale, social transformation rationale and economic rationale.

Respondents stated that the most important reason for the University of Alberta to internationalize itself is a liberal education philosophy which regards the preparation of its domestic students to work and live in the increasingly independent world a primary focus. This finding supports the results of earlier research (Knight, 1995; Knight, 1997; Knight, 1999) which identified that the most important reason for internationalization of higher education is to prepare students and scholars who are internationally knowledgeable and interculturally competent.

The participants' responses and the university's official documents both articulated a clear recognition of the rapid changes in the social, political and economic realities on a global scale. As such, one important and urgent task facing the university is to integrate an international dimension into the education of students (Knight, 1997; van Dijk, 1995). Participants maintained that providing higher education with an international flavor is becoming an integral part of university responsibility. They asserted that such an education will foster in the students an awareness of international issues and affairs, will enable them to become competent and knowledgeable in intercultural and international issues, will be able to help them with their self-development process, and finally will enable them to participate fully in the independent world (Harari, 1972; Warner, 1992; Aigner et al, 1992; Scott, 1992; Francis, 1993; Arum & Van de Water, 1992; AUCC, 1993; Andrews & Leginsky, 1994; Knight, 1999; Caron & Tousignant,1999).

A second important rationale for University of Alberta's involvement in internationalization concerns income generation. It was pointed out in the literature that the universities' involvement in internationalization needs to be examined in the revenue-generating framework, particularly when post-secondary institutions are faced with financial reduction and fiscal austerity. Many respondents indicated that, when universities were under pressure to decrease their dependence on government support and to diversify sources of funding in order to alleviate financial problems, their desire to internationalize could be easily driven by economic necessity so as to sustain financial survival of the institutions (Davies, 1992; Andrews & Leginsky, 1994; Aigner et al, 1992; Scott, 1992; Landry, 1993; Knight, 1999). Although income generation was not clearly stated as a motive for internationalization efforts at the University of Alberta, it was a well-received benefit to the institution.

Another significant finding reveals that participants perceive a direct link between income generation and the export of education services. As such, economic competitiveness was another important stimulus for the University of Alberta to internationalize. Participants acknowledged that universities played a critical part in providing Canadian educational services and products, and that export of the these products and services is one of the innovative ways to ensure national economic competitiveness (Aigner et al, 1992; University of Alberta, year; Scott, 1992; Warner, 1992; Johnston & Edelstein, 1993; Knight, 1997; Knight, 1999).

A social transformation rationale was identified in only one university document. Viewing internationalization in the context of the North-South division of the world, this document objected to the notions of social inequity and injustice that exist between the developed and developing countries. This perspective asserts that higher education must foster in individuals an awareness and understanding of issues related to equity and justice at an international level. The social transformation proponents urged the university community to acquire critical perspectives and competencies so that they could play an active role toward social changes and could solve global issues in an effective and fair manner (Warner, 1992; Landry, 1993; Andrews & Leginsky, 1994; University of Alberta, 1995).

The last significant finding reveals that opposing views exist between two groups

of participants with respect to whether the University of Alberta should be involved in internationalization for economic opportunities. Findings indicate that proponents for an economic rationale chiefly hold senior administrative positions or work in the business faculty or cost-recovery programs, while their counterparts primarily have academic appointments or assume academic responsibilities. This difference in opinion confirms an earlier study (Knight, 1994) which reported that an economic rationale for internationalization was originated mostly from the business schools. Nonetheless, it was not fully supported by other disciplines and provoked critical responses within academic communities

Specific Research Question No. 2

What is the purpose of internationalization defined and pursued at the University of Alberta?

Goals of Internationalization

> ... the increased interest and attention focused on internationalization are welcomed, but this should not come without serious consideration of the goals we are trying to achieve.
>
> Knight, 1999

Although all participants were asked to comment on the purposes of internationalization at the University of Alberta, only senior administrators addressed the question directly. Analysis of their responses reveals that the university aimed to achieve three important goals through its involvement in international activities.

The first goal is evidently influenced by the dominant institutional philosophy of education. According to senior administrators, it is of crucial importance that Canadian students receive an education that integrates an international component. In their view, a principal focus of higher education is to assist students with their development of world perspective and values (Knight, 1999), and to produce genuinely 'internationalized' graduates who have acquired knowledge about the world (Clark, 1999). As such, the primary task of the university is to provide an education that goes beyond the traditionally-based curriculum and that enriches students' ideas, values, and cultural experiences (Bond & Scott, 1999). Participants contended that only upon the acquisition

of knowledge about global issues and affairs would the students be able to develop insights into other cultures and societies. Furthermore, with an appreciation of the diversity of cultures and people, students could develop a better understanding of themselves and the society that in which they live and, therefore, will be able to fully participate in the independent world.

The second goal of internationalization stems from the similar vein of the educational philosophy which concerns providing a quality education to international students, especially those from the developing countries. Senior level participants maintained that one important goal of internationalizing the University of Alberta is to offer international students an educational experience through which they achieve competencies in their areas of studies. Senior administrators expressed a hope that, with the knowledge and skills acquired from the education at the University of Alberta, international students will make significant contributions to the development of their home countries.

The attainment of an institutional reputation at an international level was another important goal pursued at the University of Alberta. One senior administrator indicated that the attainment of international recognition would help the institution to achieve a higher international profile and reputation. With its international profile enhanced, the University of Alberta will likely be able to extend its contacts with universities abroad for partnership development and institutional collaboration.

Benefits of Internationalization

It is critical for universities to assess and monitor the benefits of internationalization (Knight, 1999). Interview findings reveal that, from an institutional perspective, having an international presence on the campus offered intellectual, cultural and economic benefits. Participants indicated that accepting the best and brightest international students for both graduate and undergraduate studies invigorates the intellectual rigor of the academic community. This finding supports Lemasson and Bond's claim (1999) that international students have the potential to contribute to academic and para-academic activities. Meanwhile, as international students live in Canadian society and become members of the local communities, they not only enhance the multi-cultural nature of Canada, but also make a significant contribution to the

Canadian economy. Participants' view of the economic benefit supports Hurabielle's finding (1998) that profit-making is one advantage of internationalization for high education institutions.

Specific Research Question No. 3

What organizational strategies does the university employ to integrate an international dimension into its major functions? How were these strategies formulated? How were these strategies implemented?

Identification of International Initiatives

Findings from interview and document analysis reveal that the University of Alberta identified several internationalization areas and continues to pursue them as high priority initiatives for internationalization. These initiatives include:

1. International student recruitment
2. Partnership building
3. Alumni development
4. Identification of major geographical areas of involvement
5. Student and faculty exchanges
6. Increase of undergraduate international tuition fees

International Student Recruitment

> If we really believe that hosting foreign students is a key element in the internationalization of Canadian universities, we have yet to appreciate, or to take full advantage of, their potential contribution to academic and para-academic activities.
>
> Lemasson & Bond, 1999

International student recruitment is a key strategic initiative that was most frequently mentioned by participants during interviews. This may indicate that this activity is perceived to have the greatest importance.

Rationales for International Recruitment

Findings reveal that the University of Alberta actively engages in international recruitment for several reasons: to create a learning environment in which Canadian and international students integrate and interact with each other; to broaden the spectrum of education through the introduction of diversity of cultures; people and languages, to build and expand contacts with international partners; and finally, to increase its profile on an

international scene. These rationales are similar to those identified in an earlier study (Knight, 1999).

One discrepancy that exists between findings of the study and assertions in the literature is related to an economic rationale for international recruitment activity. Although in the literature it was suggested that the arguments for recruiting international students have become chiefly economic (Scully, 1980; Hurabielle, 1998; Knight, 1999), findings of this study indicate that it is rather unclear whether income generation is a stimulus for international recruitment at the University of Alberta. Nonetheless, with the tuition increase for international undergraduate students, income generation is viewed as a by-product of international activities and a welcome outcome to the institution, especially if a proportion of the earned funds are designated for international activities.

Origins of International Students

The geographical areas that the University of Alberta targets for international student recruitment match closely the institution's priority regions of international activities. Data analysis indicates that most international students came from Asia (e.g., Hong Kong Special Administrative Region, PR China, Malaysia, India, Singapore, Korea, Japan, Indonesia, Bangladesh) and Europe (e.g., England, Germany, Sweden, France). As the regional focus for international recruitment is now shifting to Center and South America, the number of students coming from Latin American countries (e.g., Venezuela, Mexico, and Colombia) is also increasing on the University of Alberta campus. Previous studies also show that in these regions there is high level of interest and international activities for Canadian institutions (Hurabielle, 1998; Knight, 2000).

Students of Recruitment Target

Findings from an earlier study indicate that Canadian universities prefer fee-paying students who do not require financial support or subsidy from the host institutions (Hurabielle, 1998). Knight (1999) made a similar observation and noted that Canadian universities are mainly targeting to recruit students from countries whose national higher education system does not have the capacity to accommodate all qualified students, and whose middle-class citizens can support their children to receive post-secondary education abroad. Findings of this study concerning the types of students preferred by the

University of Alberta confirm this trend of international recruitment. Senior level participants indicated that excellent academic standing and secure financial capacity are two measures for favorable international students.

Study participants also reveal that the University of Alberta targets to attract, in addition to students who are self-financed, a specific segment of international students who are sponsored by their governments, preferably those who hold scholarships from their home countries. This new focus of international recruitment can be linked with the University of Alberta's recent involvement in partnership-building with developing countries (e.g., Venezuela, Mexico, Colombia). As these countries make considerable financial investments to build and strengthen their higher education systems, they are sending their most promising students abroad to receive a foreign education.

Recruitment Strategies

A close match exists between the recruitment strategies employed at the University of Alberta and those identified in an earlier study (Knight, 2000). At the University of Alberta, participation in educational fairs, use of printed brochures and web-based promotional materials, and overseas promotion via international travel are the three most important recruitment strategies. Knight (2000) suggested that these strategies are the building blocks of an international recruitment plan for many higher education institutions. Other strategies employed at the University of Alberta include use of agents, alumni and international students, as well as membership in recruitment consortia. These strategies match closely those employed by other Canadian universities (Knight, 2000).

One auxiliary recruitment technique used at the University of Alberta is the "Maple Leaf Strategy" initiated and implemented by the Registrar's office. Also employed by other Canadian institutions (Hurabielle, 1998), this type of strategy focuses on attracting international students who are presently enrolled in Canadian secondary schools. Findings of this study and previous research (Hurabielle, 1998) indicate that there are two advantages to enroll this segment of the international student population: (a) coming from affluent families, these students have the means of paying higher education differential fees, and (b) as graduates of the Canadian secondary system, they will be able to integrate in post-secondary system with less difficulty and cost than their recently-arrived counterparts.

Recruitment Responsibilities

Findings reveal that, at the University of Alberta, the Registrar's Office and Faculty of Graduate Studies and Research (FGSR) are two central offices that are assigned with a specific mandate of international recruitment. Consistent with results of two recent AUCC studies (Knight, 1999; Knight, 2000), the recruitment activities at the University of Alberta are centralized at the undergraduate level, and decentralized at the graduate level. Participants indicated that the Registrar's Office is responsible for recruitment of international and domestic students. At the graduate level, due to a decentralized system, the responsibilities for international recruitment are primarily shared among the FGSR and individual faculties.

Partnership Development

Similar to findings of other studies (Frudbrodt, 1997; Hurabielle, 1998; Caron & Tousignant, 1999), partnership development occurred as a strategic initiative for internationalization and began to assume greater importance recently at the University of Alberta. Data analysis identified three benefits for the institutional involvement in partnership building activity: (a) joining a partnership with several other institutions enables the University of Alberta to take on large and complex international projects which otherwise are beyond its grip (Caron & Tousignant, 1999), (b) partnership development helps the University of Alberta attract and enroll full fee-paying international students, and (c) through its exchange programs, the University of Alberta manages to maintain a balance of regional representations of international students, especially the presence of African students. The advantages of partnership building identified in this study are different from those indicated in other studies which mainly addressed opportunities for: (a) students to experience a different educational system, (b) institutions to diversify their educational offerings as well as income sources, and (c) faculty to enhance their career perspective, expertise in teaching and research, job satisfaction, curriculum, pedagogical and personal development (van Dijk, 1995; Frudbrodt, 1997).

Findings of the study also show two trends of partnership development at the University of Alberta. While the first trend revolves around new types of partnerships

currently sought by the institution, the second relates to the desirable characteristics of new partners. Participants indicated that, while the institution formerly sought partnerships with Canadian and overseas educational institutions, it is now aiming to build a variety of partnerships that involve governments, industry, private sectors, foundations and funding agencies both in Canada as well as abroad. The University of Alberta's pursuit of new types of partnership and the great diversity of countries from which partners are being selected are commensurate with results reported in previous studies (Hurabielle, 1998; Caron & Tousignant, 1999; Lemasson & Bond, 1999).

With respect to the criteria of partnerships, findings indicate that academic rigor, research and teaching capacity, educational values and quality are the most desirable attributes in the new partners. Findings also show that, notwithstanding the expansion of types of partnerships, the University of Alberta focuses on establishing and strengthening a small number of core partnerships with selective and compatible institutions which demonstrate the aforementioned attributes.

Alumni Development

> From the experience to date it was noted that foreign alumni can provide an invaluable resource for orientation programs and that the personal visit of a college representative provides prospective students with a knowledge of the institution that cannot be conveyed through the written word.
>
> Colloquium Discussion

The value and importance of foreign alumni has been identified both in the literature (Jenkins, 1980) and by the participants in this study. Participants clearly acknowledged that foreign alumni play an indispensable role in the university's accomplishment of international activities, specifically, international recruitment, partnership building with overseas institutions, relationship building with benefactors, and income generation. These benefits form a solid rationale for the institution to make alumni development an institutional priority.

Geographic Focus

Similar to the findings of previous studies (Hurabielle, 1998; Knight, 2000), the

priority regions for international activities identified at the University of Alberta mainly include Asia-Pacific Rim, the Rocky Mountain's trench into Latin America, and selected areas in Europe. Although it was noted in the literature that there was a marked decline in Canadian universities' interest in Asia (Knight, 2000), Asia remains to be a priority region for international interest and activities at the University of Alberta. Data analysis revealed that the identification of priority areas was greatly influenced by the presidential vision with respect to where the institution needs to concentrate its international activities. Findings reveal that these priority areas were selected primarily because they are likely to bring the institution economic opportunities, as well as to have the potential for the development of cultural connections.

A significant finding relates to the opposing views expressed by participants concerning the exclusion of Africa as a priority area for international involvement. While the decision of geographic priorities was made at the central administrative level, it did not gain full support from faculty level participants. This group of participants presented two arguments for their opposition.

Firstly, the participants believe that an important purpose of internationalization is to create a vibrant international learning community that welcomes students from all parts of the globe. By excluding Africa as an area for international work, the university will likely pose challenges and obstacles to students from that region to attend the University of Alberta, and thus transgress the very goal of internationalization that the university desires to accomplish. The second argument originates from the purpose of higher education adhered to by many faculties and departments. Participants ascertained that, at the University of Alberta, there is a long-standing commitment among faculties and departments to improving human conditions and to actualizing social transformation in the under-developed regions of the world. These faculties and departments value development projects as important international undertakings and will continue to be involved in development work in the African countries.

Student and Faculty Exchanges

Student exchange programs were a strategic priority at the University of Alberta. There was a strong consensus among participants with respect to the importance of this

international activity. As well, there expressed a high level of interest and support for this key strategic initiative. This parallels the findings of previous studies (AUCC, 1993; van Dijk, 1995; AUCC/Knight, 1996; Frudbrodt, 1997; AUCC, 2000) which identified student mobility to be the most important element of internationalization for higher education institutions both in Canadian and abroad.

The rationales for promoting study abroad are commensurate with the goals of internationalization pursued by the University of Alberta. Findings reveal that, as the institution encourages students to participate in a variety of mobility programs, specifically international community services, study abroad programs, volunteer work overseas, it aims to help students develop intercultural awareness and skills, broaden their understanding, knowledge and perspectives on international issues.

In contrast to their expressed enthusiasm for student mobility programs, participants mentioned very little of faculty mobility initiatives in spite of their strategic importance. This result is visibly different from the earlier claims that universities both in Canada and abroad are highly supportive of faculty exchanges and that international mobility of staff members has gained increasing importance and has grown in volume considerably (van Dijk, 1995; Knight, 1996; Knight, 2000). It is also noted in the literature that the use of development funds, information technologies, institutional exchange agreements and development projects are the means to get faculty involved in international work/study/research projects (Knight, 2000). Further investigation is required with respect to the participants' lack of positive response toward faculty exchange initiatives at the University of Alberta. With an institutional emphasis on faculty involvement as key to successful integration of international perspective into teaching/learning, research and community service, it is essential for the university to ensure that opportunities are available for faculty training and professional development.

Undergraduate Tuition Increase

Data analysis indicated that an increase of the international tuition at the undergraduate level is also used as a strategy. A significant finding reveals a division of opinion between the two groups of participants with respect to the underlying assumptions of higher tuition fees as well as the consequences it will likely have upon the

university's internationalization process.

Similar to the division of opinions reported in the earlier section, the proponents for the tuition increase hold senior administrative posts, whereas the opponents are mostly faculty level administrators who assume academic responsibilities. The proponents maintained that the tuition increase was a strategic approach because it met the expectation of international applicants who equate higher tuition fees to higher quality of education. Moreover, increasing international tuition would generate revenue which can be invested into areas of internationalization that are in dire need of funding. Thus, the strategy of international tuition increase would provide tremendous support to the internationalization endeavor undertaken at the university. These rationales for fee increase echoed McLaughlin's claim (1996) that very low foreign fees are perceived in some parts of the world (e.g., the wealthier countries of the Far East) as an indication of inferior quality programs - "Cheap in price implying cheap in quality." Also, other studies (CBIE, 1996; ACIE, 1999) concluded that there was little evidence that different fees pose a serious threat to international student recruitment, or to academic and international development goals. The experience in UK and Australia has shown that international enrollment can be sustained and even increased at the same time as differential fees provide a significant source of revenue (ACIE, 1999). It is noteworthy that international tuition increase was the only activity, as acknowledged by the senior administrators at the University of Alberta, which accrued economic benefits to the institution. The fact that there is a high level of support for tuition increase at the senior level supports Hurabielle's (1998) observation that Canadian institutions prefer to deal with international clients who can bring new funds.

Despite the evidence presented in the literature that some institutions managed to attract a larger number of international students as a result of differential fees (CBIE, 1996; ACIE, 1999), faculty level participants expressed a dubious attitude and disagreement toward the assumption of tuition increase. In their view, a closer scrutiny of the underlying rationales and assumptions should be conducted. Furthermore, if a tuition fee increase appeals to international applicants from affluent societies, its impact upon students from developing countries also needs to be examined. Faculty level participants were concerned that a tuition increase is likely to deter applicants from poor regions of

the world from studying at the University of Alberta and will ultimately jeopardize the institutional goal of creating a learning environment which is truly international in nature.

Support Provision

A Central Office for Internationalization

Although a lack of coordination within institutions towards their development of internationalization strategies was noted in earlier literature (Aitches & Hoemeke, 1992); recent studies reported that universities had begun to create institutional structures (e.g., departments with a mandate to handle international activities, international offices in charge of international affairs) to ensure the coordination of their international activities (Frudbrodt, 1997; Hurabielle, 1998). Similarly, senior administrators at the University of Alberta considered the existence of a dedicated office that handles international activities to be an essential element of the overall institutional support structure. In due course, they undertook two initiatives to ensure the availability of such structural support. While the first initiative involved the creation of new leadership for the existing international office -- University of Alberta International (UAI), it was followed with the allocation of additional financial resources to assist capacity building of this unit which involved administrative restructure and staff expansion.

The creation of new leadership for UAI and the structural expansion of this unit brought along several important changes. The most obvious ones include the following: (a) international activities in general are taking place in a more coordinated and systematic manner, (b) the institution as a whole has come to a better focus of internationalization initiatives with the development of a clearer mandate, (c) links with agencies and funding bodies both in Canada and abroad become more developed and reinforced, (d) communication flow between the senior administration and faculties becomes smooth and more frequent, and (e) better support and services are being provided to faculties to assist their internationalization efforts.

Financial Support for Internationalization

The importance of securing adequate funding for internationalization initiatives, especially for support services has been stated in the literature (Tillman, 1997; Frudbrodt, 1997; Knight, 1999; Knight, 2000). Participants in the study asserted that sufficient funding must be in place if the institution desires to successfully achieve its

internationalization initiatives. Findings also reveal that despite the fiscal difficulty facing the university, central administration had managed to allocate resources to support important yet under-funded international activities. These activities include international student recruitment, provision of scholarships for international students and incentive funds for faculty participation in international work. Although these supports were considered to be inadequate and insufficient by faculty level participants, it indicates a positive step towards more institutional commitment to internationalization.

Policies

While asserting the critical importance of university policies for effective and sustainable internationalization, Knight (1996) urged universities to make them an integral part of the organizational process through the articulation of clear policy statements. Other writers maintained that institutional policies play a crucial part in the internationalization process because they stimulate and inform practice, provide direction, create a framework for activities, as well as express institutional commitment and define the internationalization goals (Knight, 1994; Knight & de Wit, 1995; van Dijk, 1995; Knight, 1996; AUCC, 1996; Fruhbrodt, 1997; Clark, 1999; Knight, 2000). Findings of the study reveal that the University of Alberta has incorporated an international dimension in its overall mission statement and has also addressed internationalization in its strategic plan. In addition to having in place several specific policy procedures to guide certain international activities (e.g., language requirements for international applicants, international tuition, and international admissions), the university is in the process of establishing a set of coherent and comprehensive overall policies for internationalization. These results compared favorably with earlier research (Knight, 1993; Fruhbrodt, 1997; Knight, 2000) which found that the majority of participating institutions have made explicit references to internationalization in their overall policies and that many have incorporated an international orientation in their long-term planning document.

A significant finding of the study reveals that participants placed more emphasis on operational level policies which guide specific international activities than an overall mission statement of internationalization. This confirms Knight's observation (2000) that, since universities made internationalization an implicit and integrated element of their

organizational process, they found it rather irrelevant or unnecessary to make explicit reference to an international orientation in the mission statement.

Changes to the Policy Procedures

The University of Alberta made recent changes to three existing policy procedures concerning English language requirements for international applicants, international admissions and fee policies for international undergraduate students. An analysis of the new policy procedures indicates that they have created greater flexibility for language requirements and international admissions through the use of alternate measures. A significant finding indicates that, while these changes made it easier and more flexible for the institution to address issues related to English language competency and international admissions, they by no means reduced the institution's rigorous academic standards.

Specific Research Question No. 4

How were the internationalization strategies implemented?

Implementation Responsibilities

Data analysis revealed that the responsibilities for the implementation of internationalization initiatives are shared among central offices, faculties and departments, and individual academics, each play a critical and strategic part for the implementation tasks using its strength, expertise and interest.

Organizational Model for Internationalization

Findings reveal that the University of Alberta takes a process approach to internationalization. That is, it focuses on both organizational structure that addresses formation of policies and development of systems, and international activities which include international recruitment, student and faculty exchange programs, partnership building activities, and development projects. Senior level participants maintained that, since leadership commitment and grassroots support are equally important factors influencing the internationalization process, an organizational model for internationalization needs to combine both top-down and bottom-up components.

Findings indicate that, at the planning level, a highly centralized approach is employed for the development of a comprehensive and integrated strategic plan, as well as policies which guide international programs and activities. Although a centralized approach for planning and policy-formation may not accommodate the variety of interests within the institution, it certainly helps the university to maintain the coherence of internationalization policies and plan and to avoid having them addressed in a fragmented fashion (Clark, 1999). At the implementation level, the institution clearly uses a decentralized approach that allows the faculties and departments to assume critical responsibilities for handling various international initiatives and activities.

A literature review indicates that there is no one organizational model suitable to all institutions. Instead, each institution must develop or modify its own organizational approach which reflects its particular vision, focus and stage of development (AUCC, 1996). As such, some universities take a highly centralized approach, while others use a decentralized model. University of Alberta's employment of a centralized approach in the planning stage seems to be appropriate especially when many competing interests exist within the institution. Further there is a tension between central administration that sees the urgent need to internationalize and a university community that has not given equal emphasis to this new priority. Nonetheless, it is crucial that, when a formal strategy is developed, it is followed up with a comprehensive management strategy that translates policy into action. Furthermore, as the university community demonstrates more acceptance and support for internationalization, central administration should involve key players at various levels in the decision-making process so that the internationalization plan will reflect the overall interest of the university community.

Funding Sources

With respect to the sources of funding for the international programs at the University of Alberta, findings reveal a trend that reflects the institutional need to diversify its funding sources (Frudbrodt, 1997; Hurabielle, 1998; Knight, 1999). Participants noted that the bulk of support for international activities used to come from general university funds. However, while this funding was less than sufficient, it was reduced to a greater degree as the government cut back its support for higher education (Clark, 1999; Knight, 1999). This result is in keeping with an earlier study (Hurabielle,

1998) which indicated that a majority of participating institutions operated their international activities with 1% of total institutional budget or on a cost-recovery basis. While the University of Alberta had to depend less on government funding, it is now seeking support from other sources in order to sustain and develop its international programs and activities. The sources of funding being sought include fees from full paying international students, national and international funding agencies, and foreign foundations. As well, faculties are now pursuing similar initiatives. Results indicate that faculties not only sought funding from the aforementioned sources, but also made efforts to attain financial support from the local communities and private funding agencies abroad.

Specific Research Question No. 5

What are the organizational factors that play an influential part in the university's attempt to internationalize?

Supportive Organizational Factors

Leadership Commitment and Support

A review of literature showed that senior administrators' commitment to internationalization was the most important factor influencing the process of internationalizing an university (AUCC, 1993; Knight, 1994; AUCC, 1996; Clark, 1999; Knight & de Wit, 1999; Knight, 2000). Findings of the study indicate that, at the University of Alberta, the President's vision of and support for international initiatives was most germane for the university community to accept internationalization as an institutional priority. Although the expressed support by the Board of Governors was also considered as an influential factor, it was perceived to play a less significant part in the provision of financial support and planning of policies and strategies which are key to the current phase of internationalization. This supports a recent AUCC study (Knight, 2000) which found that senior administrators play a more influential role than the Board of Governors, especially in terms of the development of operational level policies and organizational strategies.

Participants unanimously agreed that the President's increasing emphasis on internationalization as a key strategic initiative has created a strong influence upon the

university community. This emphasis has resulted in a number of positive outcomes: (a) the campus community as a whole has demonstrated more acceptance of internationalization as an institutional priority, (b) key players, especially Deans, attach a higher level of importance to internationalization and, meanwhile, form strategies to achieve defined objectives for internationalization; and (c) faculty members began to show more willingness to partake in international activities and to incorporate an international perspective in their teaching and research activities.

Grassroots Support

There is a strong consensus among the interviewees with respect to the important role of faculty members. Participants maintained that, for the university to successfully integrate an international perspective in its major functions, it must involve academics who are internationally-knowledgeable, interculturally competent, and also who are experienced in international relations and activities. Findings point out that the professors' commitment to internationalization and their participation remains critical and that their initiatives are a crucial driving force to maintain the momentum of internationalization process at the University of Alberta. This supports similar claims in the literature which emphasized the roles of faculty members as pioneers and engines of internationalization at the institutional level (Lemasson & Bond, 1999; Knight, 1999). Also, it is comparable to the findings of a recent AUCC study which clearly indicates that the interest and commitment of academics is a single most important factor affecting internationalization (Knight, 2000).

Given the clear recognition of importance of the grassroots support for internationalization, two areas are in need of attention in order for internationalization to be sustainable at the institutional level. The first area concerns the opportunities for professional development and the second for recognition and reward for international work.

A Central International Office

A significant result of the study reveals that the existence of a central office to provide support and coordination for international activities is the third most critical

factor for a sustainable and institutionalized approach to internationalization. This confirms the findings from previous research (Knight, 1994; Knight, 2000). At the University of Alberta, an international office has long existed and has been responsible for maintaining the coherence of international activities at the university level. Participants responded positively to the critical role of this office as well as the important functions it serves, stressing that it is an essential and indispensable element of the support system. The functions of the international office, as described by the interviewees, include providing strategic advice to the senior administrators concerning the planning and implementation of internationalization initiatives; bridging the communication between the senior administration and faculties and providing support and useful services to faculties so that they can handle international responsibilities successfully.

Hindering Organizational Factors

Lack of Financial Resources

The importance of allocating appropriate resources to international activities and of securing adequate funding especially for support service was stressed in the literature (Knight, 1994; AUCC, 1996; Tillman, 1997; Clark, 1999; Knight, 1999). However, as higher education faces a severe fiscal austerity due to government cutbacks, the lack of financial resources for internationalization initiatives is reported as the most pressing issue common to many institutions (Bienayme, 1986; Knight, 2000). Results of this study confirm these claims as they reveal that, at the University of Alberta, a lack of internal funding for international activities is the most negative factor impeding the internationalization efforts at institutional, faculty, and individual levels.

At the institutional level, as the university receives diminishing financial support from the provincial government, it has to prioritize its resource allocation in order to maintain the operation of key areas and programs. Therefore, despite the institutional emphasis on internationalization, central administration encountered considerable difficulty when maintaining financial viability of the university's overall internationalization efforts. At the faculty level, specific internationalization initiatives were halted due to a lack of internal funding to handle international activities and programs. At the individual level, as Bond and Scott observed (1999), faculty members

either showed little willingness to partake in international initiatives or ignored internationalization completely because they are skeptical and questioned the source of the funding to achieve it.

Lack of Human Resources

Findings reveal that while most faculties struggle to attain their internationalization goals with a limited budget, they were also faced with a human resource problem. Interested faculty is essential for the successful operation of international projects and programs. Faculty level participants perceived the shortage of personnel who are internationally knowledgeable and interculturally competent to be major impediments to achieving the objectives of internationalization. They identified two major contributors that exacerbate the human resource problem.

The first relates to the changing demographics of the faculty (Knight, 2000). Results of the study show that a large cohort of faculty members are senior academics. While these academics possess significant knowledge and experience in international affairs and intercultural issues, they are a most valuable asset for the university in its internationalization process. However, this cohort will cease to be the driving force for internationalization because they will soon retire and the university will lose their international reputation, expertise, and experiences.

A second related contributing factor concerns the lack of opportunities and support for young, capable, and international-oriented faculty members to gain experience and to develop expertise in the international arena in an expeditious manner. Although participants perceived young faculty to be a new force that re-energizes and revitalizes the university's internationalization process, they feared that new faculty's energy and enthusiasm for internationalization involvement will likely be undermined by the tremendous responsibilities facing them at the beginning of their careers. Findings show that young faculty members are expected to devote their time and energy mainly to the responsibilities of teaching, research and publication. Meanwhile, as they constantly find themselves faced with heavier workload, more demands, and fewer resources, they have very little time and energy left to be involved in international projects and activities.

Lack of Professional Recognition

Faculty members' involvement in international work was recognized as a critical organizational factor for successful internationalization (Knight, 1994). However, inconsistent with this recognition, institutions give very little recognition for professors' participation in international activities in the faculty assessment procedures (Knight, 1996). Research showed that a very small number of universities included international experience or expertise in their performance reviews and even fewer addressed international accomplishment in their promotion policies and tenure procedures (Knight, 2000).

Results of this study certainly confirmed these research findings. Participants commented that departmental and faculty tenure promotion committees do not consider international involvement as a scholarly contribution. Subsequently, they place little or no value on international activities when tenure and promotion are considered. As such, two negative consequences became apparent. At the individual level, faculty members who suffered in their career because of their participation in international projects felt reluctant to assume internationalization-related responsibilities (Clark, 1999). As well, involvement in international work becomes an undesirable undertaking for young faculty who work toward tenure or promotion. The lack of support from young, vibrant, and international-minded faculty members is a huge impediment for the university's endeavors to internationalize.

Misconception of Internationalization

An earlier study (Knight, 2000) reported that a hindering factor for internationalization is stakeholder groups' misunderstanding of certain aspects of internationalization. Findings of the study indicate that stakeholder groups both internal and external to the University of Alberta maintained a non-supportive attitude toward the notion of internationalization because they misconceive that (a) internationalization is a competing interest and (b) international students displace Canadian students.

Participants suggested that the first misconception is rooted in the general public apprehension for resource allocation when government funding was scanty and areas in need of resources were many. In consideration of the tight fiscal situation faced by the

university, stakeholder groups assumed a cautious attitude toward investment in new initiatives. Internationalization, although a new strategic priority promoted by the central administration, was perceived to be a strong competing interest which demands resources much needed for essential areas. Participants indicated that as stakeholder groups perceive internationalization to be a financial burden to the institution, they tend to overlook the benefits that will be accrued from international activities. Meanwhile, as the faculties compete for funding to support of their own programs, they provide resistance to internationalization initiatives, particularly those that require funding. Participants cautioned that a precarious effect of this misconception is that it will likely undermine the university 's attempt to manage and support overall international activities and initiatives.

A second misconception concerns the international presence on the university campus. Comparable to the results of an AUCC survey (Knight, 2000), this study found that the local communities held a misconception that international students are displacing Canadian students. If this misunderstanding toward international students persists, it will likely pose a considerable barrier to the university's recruitment endeavor and adversely affect the overall goal of internationalization. These findings are consistent with Knight (2000) who urged the university to correct misunderstanding of stakeholder groups and to increase awareness and support for internationalization.

Specific Research Question No. 6

What are the issues and problems in the process of internationalization at the University of Alberta?

Communication

Participants maintained that communication is of paramount importance for successful internationalization. In their view, effective communication can create a positive impact upon the internationalization process because (a) it helps the university community acquire a clear understanding of the institutional vision and orientation of internationalization, as well as subsequent strategies to achieving them, (b) it ensures coherence and coordination of overall international activities, as well as cooperation

among key players, and (c) when the university uses a formal communication channel to centralize and disseminate information, it allows a broader segment of the university population to access to international opportunities and can maximize the use of available resources within the institution (AUCC, 1996).

While participants' comments support Knight's (1994) assertion on the importance of keeping the communication channel open, they further confirm Tillman's contention (1997) that communication is a critical organizational factor which must be improved so that coherence and collaboration of international activities within and among key players can take place.

Notwithstanding the stated importance of communication, participants indicated that it was an area in which the institution fell short from being effective. Findings reveal that, due to the lack of a formal communication channel, dialogue among central administration, faculties and individual academics on the approaches and strategies for internationalization were infrequent and ineffectual. As a consequence, several undesirable results were shown as following: (a) members of the university community manifested a general lack of understanding of the institutional initiatives for internationalization, (b) central administration could not fully engage the key players (e.g., faculty and staff) in the internationalization campaign due to the lack of mutual and on-going dialogue; (c) disagreement exists and persists between central administration and university community with respect to certain strategies for internationalization (e.g., tuition increase, geographical priorities). As such, it is inevitable that problems will occur in the implementation process of these initiatives.

Evaluation Procedures

It is broadly acknowledged that full support and involvement of faculty is essential for institutions to move forward with its internationalization agenda, also that professional recognition for faculty participation in internationalization is an important impetus that stimulates and sustains their interest and involvement (AUCC, 1996; Knight, 1996; Clark, 1999; Lemasson & Bond, 1999; AUCC, 2000). Participants of the study were highly supportive of these claims, they also indicated that the current criteria for the appraisal of professors were an obstacle to the proper evaluation of international initiatives. However, while they strongly urged the university to acknowledge faculty

members' internationalization efforts and accomplishment through the traditional academic procedures in practice for promotion and tenure, participants anticipated two considerable obstacles for the institutional attempt to changing the existing procedures.

The first obstacle, or by far the greatest impediment to internationalization as seen by Clark (1999), is the predominant academic belief which places greatest value on teaching and research activities while, at the same time, shows little willingness to recognize and to reward the valuable contribution academics make in international initiatives. As the university reward system is slow to change, departmental and faculty tenure promotion committees continue to give much consideration to accomplishments in teaching and research when tenure and promotion are considered, and neglect the merits of international expertise and experience. Some may show recognition of faculty's contribution in internationalization, outreach, or other institutional initiatives, but would do so only when these activities lead to better outcomes in research and teaching.

The second obstacle is posed by the organizational structure through which changes of policy procedures occur. This supports Clark's (1999) observation that structures within Canadian universities for handling international activities are not well-suited to advancing internationalization. Participants indicated that, although senior administrators desire to bring changes to the traditional academic evaluation criteria in order to encourage greater faculty participation, they are unable to make the changes unilaterally. Although these changes can be initiated by the senior administrators, they can only be achieved by consensus of major decision making bodies, primarily through the voting procedures in the Faculty Association, Senate and GFC. Participants anticipated that this consensus would be extremely difficult to achieve given the diversity within the institution, along with the many different and often conflicting interests.

Tension between Central Administration and Faculties

Participants pointed out that, at the University of Alberta, tension exists between the authority of the central administration and the freedom and autonomy on which faculties insist. Furthermore, this tension is exacerbated by a highly centralized decision-making process with respect to internationalization and also by a severe fiscal problem which hampered the implementation of internationalization initiatives.

Clark (1999) has discerned the tension between the need to provide leadership and

the faculty insistence on academic freedom and autonomy. In his view, this tension partially originated from the limited authority of the university presidents which makes their task of leadership both frustrating and challenging particularly when setting institutional priorities. Given that numerous different and often conflicting interests exist within institutions, Clark opposes decision-making by consensus, cautioning that the achievement of consensus is extremely challenging especially for a major institutional agenda such as institutional internationalization. Nonetheless, Clark believed that it is essential for internationalization that a fine balance be maintained between central authority and academic freedom and independence.

In contrast to Clark's position, results of the study show that central administration's authority over the internationalization agenda, as well as its tight control over the decision-making process, are contributing factors to its existing tension with the university community. As participants commented, decisions concerning key initiatives and strategies of internationalization were made exclusively by senior officers at the University of Alberta. Players at lower levels, despite their important and strategic roles in internationalization, were not invited to participate in the decision-making process.

Despite their consideration of provision of leadership as being central for successful internationalization, participants asserted that, in an academic institution, important decisions should be made based on the majority view and achieved by consensus through collegiality. This supports Lemasson and Bond's (1999) cautious note that any approach to planning that fails to take account of the various level of decision-making is doomed and that internationalization can only be institutionalized through consensus. At the University of Alberta, the fact that senior administrators generated internationalization initiatives and formulated relevant strategies for accomplishing them without the majority consensus had provoked a sense of dissatisfaction within the academic community. Consequently, friction could easily erupt between central leadership and the faculties which are given the responsibilities to the operationalize internationalization initiatives. Participants suggested that, in order to prevent such friction from occurring, the university must achieve a balance between central administrators, whose role is to provide direction and guidance to internationalization, and deans who, by commanding considerable power and autonomy, can exert a

tremendous influence on the implementation process as well as the overall internationalization outcomes.

The second factor that intensifies the existing tension was the lack of financial resources that made the implementation of internationalization initiatives a challenging task. Participants perceived that tension could be eased by allocation of financial resources to support international activities within faculties. They also felt friction could be reduced if senior administrators make adequate efforts to engage the university in the internationalization process. This can be achieved specifically, by continually reminding the academic community of the strategic importance of internationalization, by actively seeking new international opportunities, and finally by using persuasion to convince the academic community that greater internationalization is both necessary and desirable.

Institutionalization of Internationalization

Participants indicated that individual initiatives are a driving force for institutional internationalization at the University of Alberta. Many of the university's relationships and partnerships with institutions in Canada or abroad were initiated and built based on professors' personal contacts. Findings reveal a division of opinions among the participants with respect to leaving institutional relationship building to the individual academics. Although all participants agreed that individual initiatives are crucial for maintaining the momentum of internationalization, the opponents argued that they are not viable for developing long-term international partnerships and academic relationships. The opponents also provided examples in which institutional relationships dissolved as academics who initiated them reach retirement or move on to work for other universities. Similar concern was shared by other Canadian universities and some began to institutionalize international activities instead of relying on the individual initiatives or leaving each sector of international activity to develop on its own (Caron & Tousignant, 1999).

Participants noted that, as the university expands the scope and types of international activities (e.g., signing more international agreements, handling more international projects and programs, and taking more international students), it is no longer sufficient to leave these responsibilities to individuals or to allow activities to develop in a segmented fashion. The challenge is to ensure that all these activities are

mutually reinforcing and developed in support of clearly defined institutional objectives. To coordinate international activities, the institution must use a systematic approach to develop international policies and build sufficient structures that ensure that coordination of all international activities.

Summary

This chapter addressed the principal findings of the study with respect to the six research questions. Findings revealed that participants' descriptions of the definitions, rationales, and purposes of internationalization exhibited a close adherence to each other, and also to those presented in the literature respectively. Taking a process approach to internationalization, the University of Alberta focused on both international activities and organizational factors needed to integrate an international dimension into all aspects of the university.

With respect to the specific activities of internationalization, the University focused on the following key strategic initiatives: recruitment of international students, partnership development, identification of geographical priorities, alumni development, international tuition increase, and student and faculty exchanges. Findings indicated that the pursuit of these activities was highly congruent with the university's overall goal of internationalization.

In terms of the support structure, the university developed a central office whose mandate is to support and coordinate the overall international activities. Currently, the University is in the process of developing integrated and comprehensive policies and a strategic plan for internationalization. It is also making an effort to allocate sufficient resources to support activities and initiatives related to internationalization.

Participants identified leadership commitment and support, grassroots support, and a central office to be the most positive organizational factors influencing the internationalization process. As well, they considered that the institutional endeavor to internationalize itself was hindered by factors such as the lacking financial and human resources, organizational diversity, and ineffective communications. These findings are highly comparable with the results of previous research.

Finally, findings revealed that if the University of Alberta desired to accomplish an internationalization goal, it must generate effective strategies to deal with challenges

and issues related to internationalization which, according to the participants, included academic reward system, the tension between central administration and faculties, and, as well, the institutionalization of internationalization.

CHAPTER VIII – OVERVIEW OF THE STUDY, CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

Introduction

This chapter provides an overview of the study along with important findings from each of the six specific research questions. Conclusions are drawn based on literature reviews, interviews, document analysis and discussion. A series of recommendations for practice and future research are presented, followed by a brief section on reflective thoughts of the research.

Review of the Study

Need, Purposes and Method

The lack of systematic research on issues that focus on internationalization in Canada at the post-secondary level has resulted in insufficient understanding and knowledge of the approaches and strategies for internationalization among institutions, practitioners and policy-makers. While examining the internationalization process at the University of Alberta, this study focused on investigating institutional rationales, strategies, organizational factors, and issues and challenges surrounding internationalization. Furthermore, it sought to make a contribution toward the development of a theoretical framework of organizational strategies for internationalization to include the Canadian context.

To achieve the objectives, this study had three major research components: (a) a review of literature to provide the general theoretical framework and conceptual background; (b) an analysis of University of Alberta official documents on internationalization to obtain information within the institutional context; and (c) interviews with 18 participants that included senior administrators, deans, international education practitioners and individuals assuming internationalization responsibilities at the faculty level. These interviews provided conceptual and practical information with respect to various issues and facets of internationalization.

Brief Summary of Findings

Major findings of the study are briefly summarized in this section. Findings are

presented based on each specific research question guiding the study.

Specific research question #1: "How is internationalization defined/interpreted at the University of Alberta?

1. No single definition was identified. However, participants provided their personal definitions and described internationalization as:
    - 1.1 A process through which the University of Alberta integrates an international perspective into its primary functions of teaching, research and community services.
    - 1.2 A process through which the University of Alberta establishes connections with people, institutions and governments both in Canada and abroad.
    - 1.3 Activities that are the most important contributors to the internationalization process.
    - 1.4 A measure of international standards of recognition.
    - 1.5 Participants reported that an institutional definition of internationalization was absent. Nonetheless, internationalization was described in terms of specific types of international activities in the university documents, for example: (a) an international curriculum; (b) student and scholar mobility; (c) involvement in international development; (d) language and cultural instruction; (e) research exchanges; and (f) economic and industrial initiatives.

2. The rationales for internationalizing the University of Alberta include the following:
    - 2.1 Adhering to a liberal education philosophy, the University of Alberta considers the preparation of its domestic students to work and to live in the increasingly independent world to be a primary focus of education. It also desires to provide a quality education to international students.
    - 2.2 Income generation.
    - 2.3 Ensuring national economic competitiveness.
    - 2.4 A social transformation rationale.

Specific research question # 2: "What are the purposes of internationalization defined and pursued at the University of Alberta?"

1. According to senior administrators, the University of Alberta pursues three important goals through its involvement in international activities.
    1.1 To enable students to develop world perspective and values, and to produce genuinely 'internationalized' graduates.
    1.2 To provide international students with a quality education which enables them to acquire knowledge and skills so that they can make significant contributions to the development of their home countries.
    1.3 To attain an international reputation and profile.
2. Participants indicated that internationalization brought intellectual, cultural and economic benefits to the University of Alberta.

Specific research question # 3: "What organizational strategies does the university employ to integrate an international dimension into its major functions? How were these strategies formulated? How were these strategies implemented?"

1. Identification of priority areas of internationalization.
    1.1 International student recruitment
        1.1.1 Rationales for international recruitment are:
            (a) creating a learning environment in which Canadian and international students integrate and interact with each other;
            (b) broadening the spectrum of education through the introduction of diversity of cultures, people and languages;
            (c) building and expanding international contacts, and
            (d) increasing the university profile on an international scene.
        1.1.2 Although income generation was not identified as a stimulus for international recruitment, it is a by-product of international activities and is a welcomed outcome.
        1.1.3 Most international students come from Asian and European countries. The number of international students from Latin American countries is also increasing.
        1.1.4 The university targets to recruit fee-paying students with excellent academic standing and secure financial capacity, preferably scholarship-winners.

1.1.5 Participation in educational fairs, use of printed brochures and web-based promotional materials, and overseas promotion via international travel are important recruitment strategies.

1.1.6 The Registrar's Office and Faculty of Graduate Studies and Research (FGSR) assume primary international recruitment responsibility. Faculties and departments are also involved in recruitment of international graduate students.

1.2 Partnership development

1.2.1 University of Alberta aims to build a variety of partnerships which involve governments, industry, private sectors, foundations and funding agencies both in Canada as well as abroad.

1.2.2 Academic rigor, research and teaching capacity, educational values and quality are the most desirable attributes in the new partners.

1.3 Alumni development

1.3.1 Foreign alumni are valuable assets for internationalization.

1.4 Identification of major geographical areas of involvement

1.4.1 Asia-Pacific Rim, the Rocky Mountains trench into Latin America, and selected areas in Europe are the priority regions for international activities.

1.4.2 Conflicting views exist between senior administrators and the university community with respect to the exclusion of Africa as a priority region.

1.5 Student and faculty exchanges

1.5.1 Student exchanges are the most important international activity that receives a high level of support.

1.5.2 Participants show less enthusiasm and support for faculty exchange activities.

1.6 Increase of tuition fees for international undergraduate students

1.6.1 Conflicting views exist between senior administrators and campus community with respect to the underlying assumptions of tuition increase as well as its impact upon the university's internationalization process.

2. Support provision

2.1 A central international office exists and has been expanding to support and coordinate international activities.

2.2 Despite the fiscal difficulty, central administration managed to allocate financial resources to support international activities.

3. Policy

3.1 University of Alberta has incorporated an international dimension in its overall mission statement and has also addressed internationalization in its strategic plan. It is in the process of establishing clear and comprehensive policies for internationalization.

3.2 University of Alberta changed several policy procedures, specifically, English language requirements for international students, admissions procedures and tuition fees for international undergraduate students.

Specific research question # 4: "How were the internationalization strategies implemented?"

1. Implementation responsibilities.

1.1 Implementation of internationalization initiatives took place at the institutional, faculty and individual levels. Responsibilities are shared among central offices, faculties and departments, and individual academics.

2. Organizational model for internationalization.

2.1 The University of Alberta takes a process approach to internationalization and focuses on both organizational structure and international activities.

2.2 The organizational model for internationalization combines both top-down (at the planning stage) and bottom-up (for implementation) components.

3. Funding sources

3.1 The University of Alberta depended less on government funding and sought support from other sources in order to sustain and develop its international programs and activities. The sources of funding included fees from full paying international students, local communities, national and international funding agencies, and foreign foundations.

Specific research question # 5: "What are the organizational factors that play an

influential part in the university's attempt to internationalize?"

1. Supportive organizational factors.

1.1 Leadership commitment to internationalization is the most important factor influencing the process of internationalizing the University of Alberta. The expressed support from the President and Board of Governors for internationalization was key to making it an institutional priority.

1.2 Professors' commitment to internationalization and their participation are essential and their initiatives remain a crucial driving force that maintains the momentum of internationalization process.

1.3 The existence of a central office dedicated to providing support and coordination for international activities is the third most important factor for a sustainable and institutionalized approach to internationalization.

2. Hindering organizational factors.

2.1 A lack of funding for international activities was considered to be the most negative factor impeding the internationalization process at institutional, faculty, and individual levels.

2.2 A shortage of personnel who are internationally knowledgeable and interculturally competent was a major impediment to achieving internationalization initiatives.

2.3 The University of Alberta gave little or no recognition to academics' international achievement and expertise. Participants indicated that a lack of professional recognition for international work is a huge impediment for faculty to partake in internationalization.

2.4 Stakeholder groups' misconceptions of internationalization also hinder the university's effort to achieve its internationalization goals.

Specific research question # 6: "What are the issues and problems in the process of internationalization at the University of Alberta?"

1. Inadequate communication

1.1 Communication is a problematic area where the University of Alberta administration falls short from being effective. Lack of dialogue between central administration and university community concerning institutional

vision and orientation of internationalization, as well as subsequent strategies to achieving them, resulted in a general misunderstanding of these issues. Furthermore, it prevents the institution from achieving coherence and a high degree of collaboration of international activities among key players.

2. Evaluation procedures

    2.1 Traditional academic procedures for promotion and tenure are obstacles for faculty because international work is not considered as part of the evaluation process.

3. Tension between central administration and faculties

    3.1 While tension exists between the authority of central administration and the freedom and autonomy of faculties, it was exacerbated by central administration's autocratic decision-making style and by a severe fiscal problem that makes implementation of internationalization initiatives a challenging task for faculties.

4. Institutionalization of international relationships and partnerships

    4.1 At the University of Alberta, individual initiatives are seen as crucial for maintaining the momentum of internationalization. However, individual initiatives are not considered viable for undertaking internationalization initiatives and for developing long-term international partnerships.

    4.2 Central administration actively seeks out international partnerships as evidenced by the many Memoranda of Agreements entered into with foreign universities and agencies.

Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. Internationalization is an institutional priority and has gained increasing importance and significance at the University of Alberta.
2. The University of Alberta takes a process approach to internationalization which focuses on both international activities (e.g., exchanges, international recruitment) and organizational factors (e.g., policies and structures) needed to integrate an international dimension into all aspects of the university.
3. The most important rationales for internationalization are related to liberal

education philosophy, social transformation, increase of institutional profile and economic competitiveness, as well as income generation. While these rationales reflect major societal debates and divergent viewpoints, they need to be reconciled so that a common perspective can be achieved.

4. Participants' responses reveal that the stated rationales closely match the stated goals of internationalization.
5. Opposing views exist within the university, most obviously between the central administration and academic community, with respect to internationalization for revenue generation and the exclusion of Africa as a priority region.
6. Participants provided rich and comprehensive personal definitions of internationalization. However, such definitions are lacking at the institutional level.
7. Senior leaders' expressed commitment and support, grassroots initiatives, and a central international office are the most important factors advancing internationalization. Nonetheless, the university's internationalization endeavors are also met with strong hindering factors of which inadequate financial and human resources, a lack of incentives and professional recognition for faculty contribution to internationalization, the existing academic evaluation procedures, and stakeholder groups' misconceptions of internationalization are most pressing.
8. Although the University mission statement includes an international dimension, it does not address specific and explicitly defined institutional objectives, nor does it describe a clear process for achieving these objectives within a realistic time frame and available resources.
9. In terms of policy, the university has several policy procedures that address international issues (e.g., language requirements, international admission and tuition). It is in the process of developing an overall policy that clearly informs planning and guides international activities.
10. Decisions on internationalization initiatives and strategies were made in a highly centralized manner. Central administration's tight control over the decision-making process resulted in a sense of dissatisfaction among key players at lower administrative levels. Furthermore, since some of the initiatives did not

accommodate or include the diverse interests within the university, they were not well received or fully supported by the academic community.

11. Communication between central administration and the university community is inadequate. While many of the internationalization initiatives were generated and promoted by senior administrators, they were not adequately communicated to the general university community. As a result, there exist misunderstandings and confusions at various levels of the internationalization goals, rationales, and strategies.
12. Tension exists between the authority of central administration and the freedom and autonomy of faculties. There did not appear to be a balance between central administration's authority and faculties' autonomy.
13. Another concern, related to the preceding ones, is the lack of institutionalization of international initiatives. Many of the international initiatives were initiated by individual academics, administrators or even students and often took place on a case to case basis. This resulted activities being handled in an ad hoc, piecemeal, and inconsistent fashion. The challenge facing the university is to institutionalize international activities and to ensure that all activities are mutually reinforcing and developed in support of clearly defined internationalization objectives.
14. At the current stage of internationalization, the central international office is an adequate structure to provide support and coordination for international activities. However, this structure might not be suited to advancing internationalization and to providing the much needed coherence of internal initiatives because of the following reasons: (a) every discipline or academic sector has its own rationale and approach to internationalization. Since the international office is an administrative unit and has no academic mandate, it can exert very little or no influence on the content or shape of academic programs, (b) the structure of the international office might not be suited to managing a variety of international activities.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made for practice at the University of Alberta:

1. The University of Alberta should address specific and explicitly defined institutional objectives in its mission statement. It should also spell out a clear process for achieving these objectives within a realistic time frame and available resources.
2. The University should develop an overall policy that clearly stimulates practice as well as guides international activities in an expeditious fashion. It should also develop specific operational policies to guide new types of international activities and initiatives.
3. The University should provide a comprehensive definition of internationalization so that the campus community could focus on a common perspective and goals.
4. The University should increase its resource allocation for international activities at the institutional, faculty, departmental and individual levels.
5. The UAI should be structured as a management unit and be able to manage a variety of international activities.
6. The structure of UAI should be centralized so that the Associate Vice President International can provide a coherent framework for internal initiatives as well as ensure internal coordination and a common perspective.
7. The international office (UAI) should be given an academic mandate so that it can exert influence on the content or shape of academic programs in an expedient manner.
8. Institutional planning for internationalization should take account of the various levels of decision-making and accommodate the diverse interests within the university.
9. Frequency of dialogue between central administration and campus community should be increased. Formal systems and structures should be developed in order to centralize and communicate information. By using formal channels to centralize and communicate information, the university can avoid or prevent misunderstandings and confusions, can maximize the use of available resources and allow a bigger segment of the university to access international opportunities.
10. Conflicting views that exist between the central administration and academic community should be resolved, especially with respect to the issues of

internationalizing for revenue generation and excluding Africa as a priority region.

11. The University should adjust the traditional academic procedures for promotion and tenure to recognize and award faculty's contribution in internationalization.
12. The University should provide incentives in the forms of financial support and professional development to encourage greater faculty participation in internationalization.
13. The University should reflect the institutional emphasis on internationalization in the its human resource policies. The University should make specific reference to the recognition of international experience and intercultural expertise in human resource policies and procedures.
14. Senior administrators should actively persuade and convince faculty members of the necessity and strategic importance of internationalization. Continual and consistent persuasion will likely bring positive change to faculty attitude toward internationalization.
15. A delicate balance should be maintained between the central authority and faculty independence and academic freedom. This balance can be achieved through implementation of decision-making by majority consensus and frequent dialogue between central administration and academic community.
16. There is a considerable concern among key people about the lack of congruence and coherence of international activities. Since the lack of information and coordination can result in lost opportunities to undertake international contracts or projects, international relations, linkages, activities and projects should be institutionalized by systematic management. A university-wide database should be developed in order to monitor and coordinate internationalization across campus.

Expansion of Conceptual Framework

The original conceptual frameworks forming the basis for the study presented essential aspects of internationalization as well as the relationships among them. While Davies's model emphasized two dimensions of institutional approach to internationalization, specifically, ad hoc versus systematic procedure structure, peripheral

versus central focus on international activities, van Dijk and Meijer introduced three new elements that were policy, support and implementation. A modified conceptual framework that incorporated these elements was developed in Chapter II (see Figure 2.1). Research findings permitted expansion and reinforcement of the modified conceptual model by providing insight into the internationalization process and its critical elements. Expansion and reinforcement of the modified conceptual model are presented in figure 8.1.

As presented in figure 8.1, the expanded conceptual framework delineates internationalization as a systematic process in which all critical components, through mutual interaction and influence upon one another, determine the outcome of internationalization. These elements, in addition to policy development, support provision and implementation, include leadership importance, grassroots support, and formal and informal communication channels.

Leadership commitment. It is commonly acknowledged that commitment and support for internationalization from university senior leaders are central key to successful internationalization (AUCC, 1993; Knight, 1994; AUCC, 1996; Clark, 1999; Knight & de Wit, 1999; Knight, 2000). Findings of the study reveal that the central administration's vision and aspiration was most germane to effect institutional change. Research also found that, for the university community to accept internationalization as an institutional priority, leadership commitment and support must be consistently demonstrated both in words and action. That is, senior leaders must be actively involved in internationalization, must seek international opportunities and emphasize the strategic importance of internationalization, must persuade the academic community to partake in the internationalization process, and must allocate sufficient resources to support areas of international activities.

Grassroots support. Highly congruent with the assertions in the literature (Lemasson & Bond, 1999; Knight, 1999; Knight, 2000), the research findings indicate that individual initiatives are a crucial driving force that carry forward the movement to internationalize a university. While universities traditionally are international-minded in terms of research and scholarship, the implementation responsibilities are usually undertaken by individual academics. Faculty members' rich international experience and

intercultural expertise, combined with their strong personal contacts and linkages with other academics or institutions, make them the most valuable asset for the universities in their pursuit of internationalization. As such, academics' full support and commitment are an indispensable element in the internationalization process.

Communication. Both formal and informal communication channels must be in place and be kept open to allow frequent dialogues within the university among key players at various levels (Knight, 1994; AUCC, 1996; Tillman, 1997). Communication is a crucial link in the internationalization process because it serves the following important functions: (a) it helps people with multiple perspectives, diverse interests, differing values and priorities to reconcile differences, to reach a common perspective, and to pursue a common goal, (b) it enhances mutual understanding between central administration and academic community, and reduces the existing tension between them, (c) it disseminates information to the campus community so that a broader segment of university population can have the access to international opportunities, and (d) it enhances coherence of international activities and collaboration among key players, both of which will in turn maximize the use of available resources.

Policy development. It is of absolute importance that the universities prepare an international mission statement and formulate clear institutional policies to inform and stimulate practice (Knight, 1994; Knight & de Wit, 1995; van Dijk, 1995; Knight, 1996; AUCC, 1996; Fruhbrodt, 1997; Clark, 1999; Knight, 2000). The policy statements must be specific and clear. They should set forth goals of internationalization, spell out achievable objectives, and the strategies to achieving them with available resources and within realistic time frame. Strategic planning and operational level policies should also be developed to guide specific international activities.

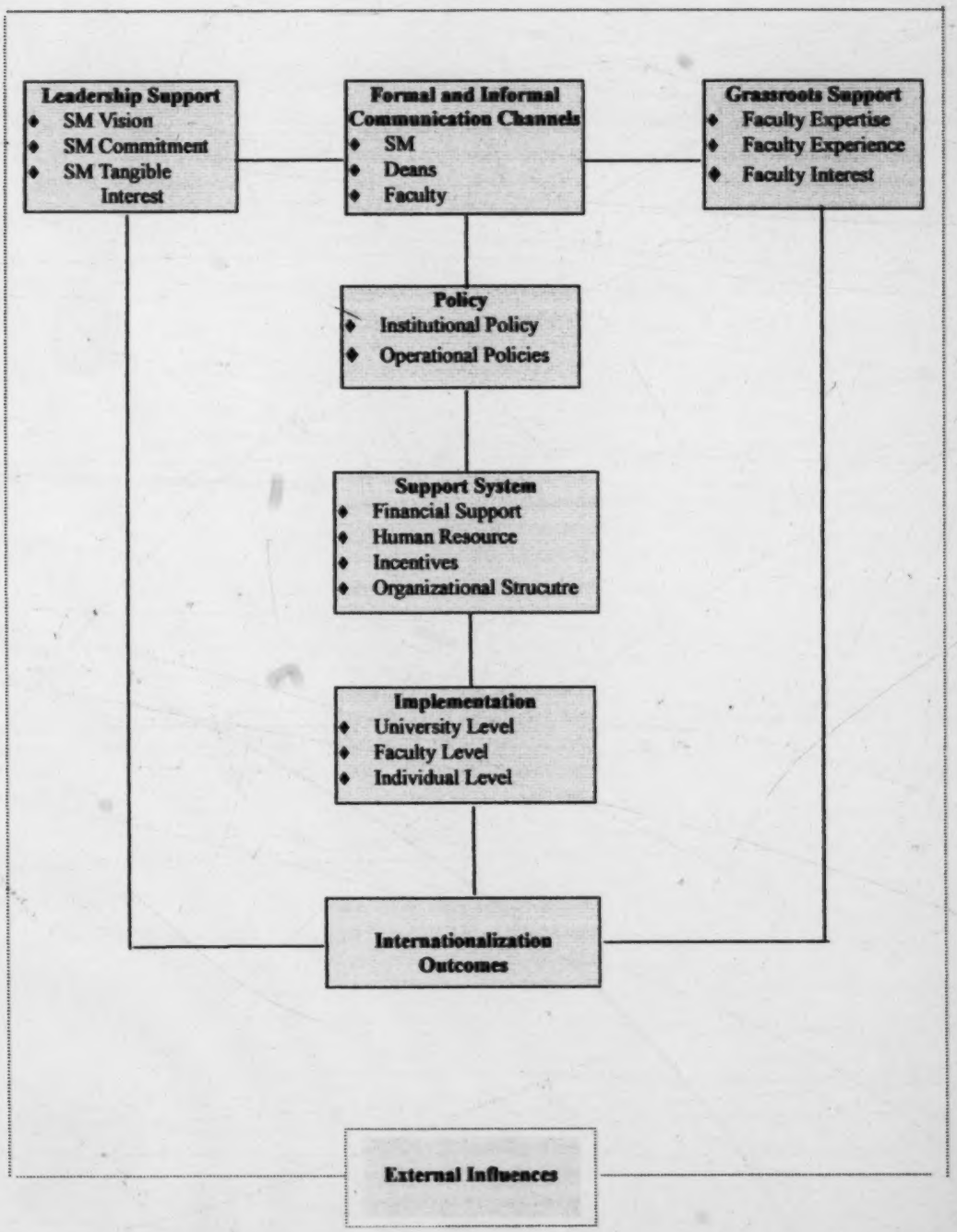
Support provision. Institutional planning of internationalization must be followed by adequate support structure. Universities that aspire to internationalizing themselves must develop organizational structures and systems to provide leadership and support for internationalization (Knight, 1994; Knight, 2000). They must also provide financial support and human resources to allow programs and activities to progress and expand.

The necessity and importance of establishing an international education office

cannot be over-emphasized. This office serves as a catalyst for institutional change in favor of internationalization. As such, it plays a critical part in the following areas: undergraduate education, international linkages with other countries, internationalization of the curriculum, implementation of quality services to international students, encouragement for students to participate in study abroad programs, generation of funding, provision of opportunities for faculty development.

Implementation. Findings reveal that the responsibilities for the implementation of internationalization initiatives are shared at the central, faculty, departmental and individual levels. While each level plays a critical and strategic part in the implementation process, faculty members have served as the cornerstone of the internationalization movement. In many cases, academics develop and teach curricula in international studies, areas studies and comparative studies, participate in faculty exchange programs, design and develop international programs, and initiate and build international linkages. However, because the implementation outcomes will be influenced by all the components within the internationalization process and their interaction and relationship, the university must adopt a systematic approach if it desires to successfully implement the internationalization initiatives. That is, the university must focus on the formation of policies and development of systems to ensure that the international activities at different levels are coordinated, communicated, and mutually reinforced.

Figure 8.1: Expanded Conceptual Framework Based on Findings



Personal Reflections

In the Spring of 1999, in order to fulfill the doctoral program requirements at the University of Alberta, I undertook a field experience with the International Education Branch at the Alberta Advanced Education and Career Development (currently Alberta Learning). One principal objective of my field experience was to conduct a small scale research project to investigate the approaches for internationalization taken by post-secondary institutions in the city of Edmonton. To gather relevant data, I interviewed administrators working in the international education areas at three post-secondary institutions and one individual at the Alberta Center for International Education (ACIE). I also attended the ACIE forum in order to gather information of internationalization initiatives undertaken by the ACIE member institutions. The analysis of the data revealed that, despite the expression of enthusiasm for and emphasis on internationalization, these institutions were not equipped with comprehensive strategies that could help them actualize internationalization priorities and initiatives. I learned that the key challenge facing them was no longer the question of "Why we should internationalize" but instead "How we should internationalize."

Guided by this realization, I turned to the literature to search for information related to organizational strategies for internationalization. After a thorough literature review, I concluded that a very small number of research studies had been devoted to the investigation of strategies for internationalization and that a theoretical framework that guided Canadian universities' internationalization endeavor was also lacking. I decided to make the investigation of strategies for internationalization the focus of my doctoral dissertation. Since I was interested in examining the issues of internationalization in an in-depth fashion, I selected case study as a research method and the University of Alberta as the case.

My research idea was well received and supported by members of my doctoral committee as well as by every participant who willingly partook in the research process. During the interviews, each time when I heard a participant commenting on how timely and necessary my research was, my confidence level was increased and I became more certain that my research idea was sound and valid and that my work would contribute to knowledge in the field.

The research process was interesting and enlightening, and the outcomes fruitful. All participants demonstrated a high level of interest in and support for the research project and great enthusiasm to share with me their knowledge, views, experiences, perceptions, and opinions. Their responses provided me with tremendous insights and understanding into organizational issues surrounding internationalization at the University of Alberta. The most valuable insights were related to the benefits and opportunities that were brought to the University through its involvement in internationalization, the challenges and problems facing the institution in its endeavor to become internationalized, and the supportive and hindering organizational factors that were influential in the University's internationalization process.

Although I chose one institution as the case of study, many of the research findings confirmed the observations made by other researchers or results of previous studies. Some findings were unique and distinct due to the University of Alberta's priorities, organizational culture and characteristics. Nonetheless, as William Blake observed, "to see a world in a grain of sand", I hope that the information and insights provided by this study will be found to be relevant and useful by Canadian post-secondary institutions in their process of internationalization.

In that light, I would like to make a few recommendations for future research in the Canadian context. Confined by time and scope, this study did not focus on addressing minor findings that emerged from the literature reviews, interviews, and University of Alberta documents. Nonetheless, as many of these issues are common and pertinent to higher education institutions in their internationalization process, they deserve attention from educational leaders, international practitioners, and researchers. As a result of this study, the following recommendations for future research are put forth. It is recommended that:

1. Trends and critical issues in the international dimension of higher education be investigated on a broader scale rather than at a single institution.
2. Perceptions of academics, Canadian and international students, and researchers be identified.
3. The impact of internationalization on academics, Canadian and international students be documented.

4. Impact of international students on the university campus, specifically, their contribution to the integration of an international perspective in teaching, research and community services warrants further research.
5. Other key elements of internationalization be investigated. For example, the nature and scope of international activities, academic program and curriculum, teaching and learning aspects, international linkages and agreements, and research activities.
6. Issues of quality assessment and assurance deserve attention. Future investigation needs to include if and how institutions address an international dimension in their quality assessment and assurance procedures.
7. Future research is needed to investigate the nature and extent to which the international dimension is included in the annual planning, review and budgeting process.
8. Information is needed on faculty and student participation in academic mobility programs. Future research needs to reflect their views with respect to opportunities, level of interest, challenges and barriers.
9. Foreign language training and area studies are important issues for internationalization.
10. A broad perspective on international recruitment, regional priorities, and admissions procedures be examined.
11. International students form a diverse community with different educational, cultural, economic, and political backgrounds. Future research is needed to investigate how universities accommodate the special needs and variety of international students, what principles, practice and procedures are adopted, and what services are provided.
12. External factors (e.g., government influence, global environment, competition among institutions) can have a significant impact on the institutional approach, goals and strategies for internationalization. How and to what extent external factors influence internationalization of higher education deserve the attention of researchers.

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APPENDIX A

Personal Interview Questions

Could you please tell me about your professional background?

How long have you been involved in internationalization-related activities at the University of Alberta?

Did you have any involvement in internationalization at other institutions?

How is internationalization defined or interpreted at the University of Alberta?

Does the University of Alberta have a written definition of internationalization?

Could you provide a personal definition of internationalization?

What is the goal of internationalization pursued by the University of Alberta?

What is the mandate of internationalization at the University of Alberta?

Does the University have written policies regarding the goal or mandate of internationalization?

What international activities are being pursued by the University?

What are the important international activities that have a significant influence on the internationalization process at the University?

Could you describe the rationales or motivations underlying the University's efforts to internationalize?

Could you describe the rationales or motivations underlying the University's pursuit of these international activities?

Given the goal and agenda of internationalization set by the University, how does the University plan to achieve them?

What strategies does the University use to accomplish them?

How were these strategies formed?

Who took the primary responsibility in forming the strategies?

How were they implemented?

Who take the responsibility for implementation?

Could you describe the organizational structure that supports internationalization

initiatives at the university and faculty level?

Who is the major funding source for internationalization initiatives? The University of Alberta, government, private sector or other funding agencies?

In your perception, what kind of approach does the University use in terms of the coordination of the internationalization initiatives and activities?

Are there any factors that influence the internationalization process at the University?

What are the positive factors that support the internationalization endeavor undertaken by the University?

What are the hindering factors that impede the University's internationalization process?

What are the challenges facing the University in its effort to internationalize itself? What strategies does the University employ to deal with the challenges?

What are the issues that emerged from the internationalization process? What strategies does the University use to resolve the issues?

Are there any documents that would enable me to get a better understanding of the issues we discussed in the interview?

Who would you recommend that I interview in order to get information concerning internationalization issues?

APPENDIX B

University of Alberta Ethics Application

Section 1: Overview of Research Project

Title: Organizational Strategies for Internationalization of Higher Education: A case study of the University of Alberta

Applicant: Zhi Jones

Purpose

The purpose of the study is to gain an understanding of the organizational strategies employed by the University of Alberta for its internationalization efforts. While I intend to explore the process through which organizational strategies for internationalization were developed and implemented at the University of Alberta, the study will focus on how the university integrates an international dimension into its teaching, research, and service functions. Further, I am interested in examining the internationalization outcomes as a result of the implementation of the organizational strategies. The time period covered by the study is from 1990 to present.

Methodology

This study will use a classic case study as a research method. For data collection, I will be using secondary sources (policy documents and other published materials of the university) as well as interviews with people involved in the development and implementation of organizational strategies for internationalization. The total number of interviews I plan to conduct is 8 to 10. Each interview duration will be 45 to 60 minutes. I may conduct a second round of interviews to the same participants for the purpose of collecting further information or clarifying information from the previous interviews. The participants will be selected among senior and mid-level administrators. The purpose of my interviews is to explore the participants' recollection and reflection of the organizational strategies developed and implemented and how they help integrate an international dimension into the major functions of the university, as well as their perception of the effectiveness of such strategies. For data analysis, I will use coding categories to look for recurring themes and patterns of data.

Nature and Involvement of Human Participants

I plan to interview 3 to 4 senior administrators or policy makers and 4 to 5 mid-level administrators. Prior to the interviews, I will ask the participants to sign a consent form indicating that they agree to participate in the interviews and that they understand that their responses to the research questions will be part of the data collection analyzed and cited in the dissertation.

Are underage or captive participants involved?

No underage or captive participants will be involved.

Section 2: Procedures For Observing Ethical Guidelines

The Specific Procedures include the following:

1. **Explaining purpose and nature of research to participants**:
   At the time of the initial contact, the nature and purpose of the research will be clearly explained to participants. The purpose will also be stated in the letter of consent that the participants need to sign prior to the interviews. The participants will be provided with the opportunity to clarify or confirm the research purpose prior to the interviews. In addition, the letter will state the following:
   - the names of independent contacts who are authorized to speak to this research process;
   - the interview will be 45 minutes to one hour in length;
   - the interview will take place in a location that is chosen by the participant;
   - the interview will be tape recorded, transcribed and the transcription will be returned to the participant for their review with the choice of deleting or amending any passages they choose;
   - the right to opt out or withdraw from the study at any time is a choice of the participant that may be decided without any risk of prejudice;
   - a summary of findings in context will be shared with the participant;
   - the information provided during the interview will primarily be used for the research dissertation, with a secondary use of the data for presentations or articles and post-doctoral research;

2. **Obtaining informed consent**: See attached form.
   Once the purpose of the research has been clearly explained, the participants will be asked to sign the letter of consent. The consent will be presented as a free choice with the option to withdraw or retract a comment at any time during the interviews. This consent will be maintained throughout the participant's involvement in the research and will be kept in the confidential research file of the researcher for eleven years.

3. **Providing for exercising right to opt out**:
   The participants' right to opt out is guaranteed on the attached consent form to be signed by research participants.

4. **Addressing anonymity and confidentiality issues**:
   Pseudonyms will be used for all participants to ensure that no direct reference will be made to their names. Nonetheless, while elite interviews are sometimes more difficult in protecting confidentiality, the participants will be made aware of the limits of confidentiality. Interviews will be tape-recorded and transcribed. This material will be kept confidential (no one beyond the researcher and possibly a transcriber will have access to it. Pseudonyms will be used on these materials).

5. **Avoiding threat or harm to participants or to others**:
   Participants in this research will be ensured a standard of minimal risk. This level of

risk will be comparable to the risk or possibility of harm that a participant would expect to have occurred in their everyday life that relates to the research. The additional measure will be applied whereby a copy of the interview transcript will be provided to the respective participant, for their review with the stated option of their right to delete or amend any passages they choose. I will also provide the participants with findings in context so that any inadvertent misinterpretation or misquote can be avoided.

6. **Other procedures relevant to observing ethical guideline not described above**: If a third party is involved in the process of data transcription, the issue of confidentiality and anonymity will be addressed and guaranteed. The transcriber will be asked to sign a consent form (see attachment) which states that the he/she will not quote, reference the research process, nor would he/she discuss any aspect of the research interview with anyone but the researcher. When the research results are published, the participants will be provided with means of access to the publication. Any forms of data will be destroyed within one year after the successful defense of the dissertation.

Research Participant Consent Form

Dear _____:

My name is Zhi Jones. I am a doctoral student in the Department of Educational Policy Studies at the University of Alberta. I am conducting research into the organizational strategies employed by the University of Alberta in its internationalization efforts. Specifically, I am very interested in understanding how the university encourages and promotes internationalization and how it integrates an international dimension into the teaching, research and service functions of the university.

I am inviting you to take part in this study and will appreciate your agreement to be interviewed. I would like to inform you of the implications of the participation: (a) the interview will be 45-60 minutes in length; (b) it will be held in a location of your choice; (c) the interview with you will be tape-recorded, transcribed and analyzed; (d) to ensure that the interview content is accurately presented, you will receive a copy of the transcript with the choice of deleting or amending any passages you choose; (e) the data will be kept securely for a period of one year after the dissertation is successfully defended; (f) pseudonyms will be used in any written or published reports to protect confidentiality; (g) you are free to withdraw from the study at any time without any risk of prejudice; (h) a summary of findings in context will be shared with you, and (i) the information provided during the interview will primarily be used for the research dissertation, with a secondary use of the data for presentations or articles and post-doctoral research. These are the only purposes of this research.

Below is information on supervisors of the research with whom you may speak if you have any questions regarding the research:

- Dr. Mike Andrews, Associate Professor, Supervisor, Educational Policy Studies, University of Alberta
  Telephone: (780) 492-7606
  Email: mike.andrews@ualberta.ca

- Dr. Joe da Costa, Associate Professor, Co-Supervisor, Educational Policy Studies, University of Alberta
  Telephone: (780) 492-5868
  Email: jose.da.costa@ualberta.ca

If you choose to participate in the research, please indicate your agreement with these conditions by signing below.

Thank you,

Zhi Jones
Department of Educational Policy Studies
7-103 Education North Building
University of Alberta
Edmonton, Alberta
T6G 2G5

Telephone. (780) 492-4909 W (780) 988-8790 H
Fax: (780) 439-2481
Email: zjones@v-wave.com

I, _____ (name of participant), agree to participate in this research project under the conditions described above.

_____ (signature of participant) _____ (date)

University of Alberta

Research Consent Form for Use with Transcribers

I, _____, hereby consent that in

name of the transcriber

transcribing the tape recorded research interviews submitted

By Zhi Jones

I will not:

- quote
- make copies of the interview tapes or interview transcripts
- reference the research process to anyone other than the researcher, or
- discuss any aspect of the research with anyone but the researcher

I will also ensure that all original tape recordings and transcripts are returned to the researcher and delete any information about the study on my hard drive or on disks.

_____
Signature

Date signed _____

For further information concerning the completion of the form, please contact:

Zhi Jones
Department of Educational Policy Studies
7-103 Education North Building
University of Alberta
Edmonton, Alberta
T6G 2G5

Telephone. (780) 492-4909 W (780) 988-8790 H
Fax: (780) 439-2481
Email: **Error! Reference source not found.**

APPENDIX C

Letter to Individuals at the University of Alberta Requesting Participation in the Study

April 2000

XXXXXXXXX
Director
University of Alberta International
2-10 University Hall
University of Alberta

Re: Dissertation Research

Dear _____:

My name is Zhi Jones. I'm a doctoral student with the Department of Educational Policy Studies. Currently I'm conducting research into organizational strategies for internationalization at the University of Alberta. A few people have recommended that I speak with you regarding initiatives undertaken at the university and faculty level and issues related to internationalization strategies. Could you please let me know whether you are interested in participating in my study and when you would be available for an interview? You agreement to participate will be greatly appreciated. Thank you in advance.

Kind regards,

Zhi Jones,
Ph.D. Probationary Candidate
Department of Educational Policies Studies
University of Alberta
Ph: 492-4909 (W)
988-8790 (H)

APPENDIX D

Participant Consent Form

Participant Consent Form

Dear_____:

My name is Zhi Jones. I am a doctoral student in the Department of Educational Policy Studies at the University of Alberta. I am conducting research into the organizational strategies employed by the University of Alberta in its internationalization efforts. Specifically, I am very interested in understanding how the university encourages and promotes internationalization and how it integrates an international dimension into the teaching, research and service functions of the university.

I am inviting you to take part in this study and will appreciate your agreement to be interviewed. I would like to inform you of the implications of the participation: (a) the interview will be 45-60 minutes in length; (b) it will be held in a location of your choice; (c) the interview with you will be tape-recorded, transcribed and analyzed; (d) to ensure that the interview content is accurately presented, you will receive a copy of the transcript with the choice of deleting or amending any passages you choose; (e) the data will be kept securely for a period of one year after the dissertation is successfully defended; (f) pseudonyms will be used in any written or published reports to protect confidentiality; (g) you are free to withdraw from the study at any time without any risk of prejudice; (h) a summary of findings in context will be shared with you, and (i) the information provided during the interview will primarily be used for the research dissertation, with a secondary use of the data for presentations or articles and post-doctoral research. These are the only purposes of this research.

Below is information on supervisors of the research with whom you may speak if you have any questions regarding the research:

Dr. Mike Andrews, Associate Professor, Supervisor, Educational Policy Studies, University of Alberta
Telephone: (780) 492-7606
Email: mike.andrews@ualberta.ca

Dr. Joe da Costa, Associate Professor, Co-Supervisor, Educational Policy Studies, University of Alberta
Telephone: (780) 492-5868
Email: jose.da.costa@ualberta.ca

If you choose to participate in the research, please indicate your agreement with these conditions by signing below.

Thank you,

Zhi Jones
Department of Educational Policy Studies
7-103 Education North Building
University of Alberta
Edmonton, Alberta
T6G 2G5

Telephone. (780) 492-4909 W (780) 988-8790 H
Fax: (780) 439-2481
Email: zjones@v-wave.com

I, _____ (name of participant), agree to participate in this research project under the conditions described above.

_____ (signature of participant) _____ (date)

APPENDIX E

INITIAL THEMES GENERATED FROM THE INTERVIEW DATA

Theme #1 The meaning/definition of internationalization defined by the participants

- Sub-theme #1 Internationalization as a process
- Sub-theme #2 Internationalization as activities
- Sub-theme #3 Internationalization as a measure of recognition
- Sub-theme #4 Absence of institutional definition

Theme #2 The purposes of internationalization pursued by the University

- Sub-theme #1 Cultural enrichment
- Sub-theme #2 Education of the international students
- Sub-theme #3 International recognition

Theme #3 Rationales for Internationalization

- Sub-theme #1 Preparation of Canadian graduates
- Sub-theme #2 Economic orientation
- Sub-theme #3 Economic competitiveness and necessity
- Sub-theme #4 Institutional reputation

Theme #4 Institutional Identification of Strategic Initiatives

- Sub-theme #1 Recruitment of international students
- Sub-theme #2 Undergraduate tuition increase
- Sub-theme #3 Partnerships development
- Sub-theme #4 Geographical focus
- Sub-theme #5 Alumni development
- Sub-theme #6 Student exchanges
- Sub-theme #7 Faculty exchange

Theme #5 Institutional Support

- Sub-theme #1 University of Alberta International
- Sub-theme #2 Financial support for internationalization
- Sub-theme #3 Incentives

Theme #6 Policies

- Sub-theme #1 Existing policies on English language requirements
- Sub-theme #2 Alternate policies on English language requirements
- Sub-theme #3 Existing policies on international admissions
- Sub-theme #4 Alternate policies on international admissions

Theme #7 Implementation

- Sub-theme #1 Roles of different offices
- Sub-theme #2 Implementation approach

Theme #8 Funding Sources

Theme #9 Supportive Organizational Factors

- Sub-theme #1 Leadership support and commitment
- Sub-theme #2 Grassroots support
- Sub-theme #3 The role of University of Alberta International
- Sub-theme #4 Interest and expertise of academics

Theme #10 Hindering Organizational Factors

- Sub-theme #1 Lack of financial resources
- Sub-theme #2 Lack of human resources
- Sub-theme #3 Lack of incentives
- Sub-theme #4 Lack of professional recognition
- Sub-theme #5 Public misunderstanding of internationalization
- Sub-theme #6 organizational diversity
- Sub-theme #7 lack of communication

Theme #11 Internationalization-related Issues

- Sub-theme #1 Communication
- Sub-theme #2 Tension between central administration and faculties
- Sub-theme #3 Institutionalization of internationalization

Sub-theme #4 Issues of the academic evaluation procedures

Sub-theme #5 Issues of foreign language acquisition

Theme #12 Internationalization-related Challenges

Sub-theme #1 Resource allocation for international activities

Sub-theme #2 Challenges for recruitment

Sub-theme #3 Changing the academic reward system